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ABSTRACT

This document presents a summary of follow-up evaluation studies of basic and advanced education graduates, conducted by the Office of Educational Research and Services at Bowling Green State University (Ohio) over the last few years. (The university's evaluative follow-up endeavors have been closely tied to a needs assessment model, and a major emphasis has been on an attempt to determine teachers' perceived need for selected competencies.) The first part of this paper describes endeavors with basic graduates and includes discussion of annual evaluations, program/product follow-up evaluation studies for five different years, and on-site interviews and evaluations. The second part emphasizes follow-up evaluations for advanced graduates. Appendices include: (1) information gathering card sent to each basic education graduate after graduation; (2) parts of the questionnaire for teachers (1975); (3) principals' questionnaire (1975); (4) instrument for teachers, 1980-81; (5) instrument for principals, 1980-81; (6) examples of findings, 1980-81; (7) information gathering instrument sent to each advanced graduate after graduation; and (8) samples of instruments used in the last (1980-81) follow-up of advanced education graduates. (JMK)

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ED240083

Follow-Up Evaluation Studies and Procedures

College of Education
Bowling Green State University
Bowling Green, Ohio 43403

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A Presentation for the
36th Annual Meeting
American Association of Colleges
for Teacher Education

San Antonio, Texas
February 1-4, 1984

by
Fred L. Pigge
Director, Educational Research & Services
College of Education
Bowling Green State University

SP023 704

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Follow-Up Evaluation Studies/Procedures
College of Education
Bowling Green State University
Bowling Green, Ohio 43403

This document has one primary purpose: to present a brief summary of the follow-up evaluation studies that have been conducted by the Office of Educational Research and Services at Bowling Green State University over the last few years for both the basic and advanced graduates. The first part presents descriptions of our endeavors with the basic graduates, the second part emphasizes the follow-ups for our advanced graduates.

These follow-up studies have been conducted within a large and rather complex setting. The College of Education at BGSU, an institution of approximately 16000 students, has 41 certifiable teacher education programs at the undergraduate level and offers masters degrees in 14 program areas, specialists in 2, and the Ph.D. in one. During 1983 there were approximately 3000 basic teacher education majors enrolled in the various programs and approximately 300 students of the advanced programs received their degrees. The College has approximately 160 teacher-education faculty members housed in 5 departments and one school (School of HPER, Departments of EDAS, EDCI, EDFI, Home Ec, and Special Education). The 41 basic teacher-education programs are either housed in the above units within the College or in the School of Art (A&S College), School of Speech (A&S College), College of Music, School of Technology, or in the College of Business Administration. The College ranks in the top ten nationally in the number of teachers certified.

The BGSU evaluative follow-up endeavors have been closely tied to a needs-assessment model. A major emphasis has been an attempt to determine the teachers' perceived need for selected competencies. These competencies were

related to objectives of courses/modules/experiences which were included in their teacher-education programs. The teachers' perceived proficiencies within the same competency areas were also ascertained. Additional data was collected regarding where the proficiencies were primarily developed (i.e., college courses, teaching experience, inservice, peers, etc.). Evaluative data regarding the on-the-job performance of our graduates was primarily collected via questionnaires sent to our graduates' principals or supervisors. We have supplemented, and in some cases, validated, these reports by asking for similar evaluative feedback from peer teachers, from the pupils our graduates were teaching, and from College of Education faculty who went on-site to observe and interview.

PART I--BASIC GRADUATES

The follow-up studies for the basic graduates can be divided into two types: (1) those that are done at the end of each academic term, primarily to investigate graduate placement, and are then summarized yearly, and (2) those that are conducted periodically to collect program/competency specific evaluative data from the graduates. For the latter, on-the-job effectiveness ratings or evaluations are also collected from the graduates' supervisors or principals.

Annual

For the first type of study, an information request form is mailed to each graduate approximately 8 to 12 weeks after his/her graduation from the University. Data are collected after the close of each academic term and summarized yearly. A typical annual report contains data such as the following:

1. Location of respondents teaching by state.
2. Respondents teaching in Ohio by county.
3. Ohio school districts employing respondents.

4. Reasons for not teaching
5. Major areas of respondents (teaching and non-teaching). This permits an analysis of placements in regard to majors and minors.
6. Salary of respondents who were teaching.
7. Respondents teaching and performing extra duties.
8. Occupation of respondent not teaching.

A specially prepared computer program merges data we collect via aforementioned card with data that is on the student's SIS (Student Information System) file. (A copy of the information gathering card is presented in the Appendix of this Report as Document 1.)

Program/Product Follow-Up Evaluation Studies

Several studies of this general type have been completed since the first in 1971.

For all studies except two, data collection was accomplished via mailed questionnaires. For these two exceptions, on-site interviews/observations of a sample of first-year teachers was done by selected faculty of the College of Education.

The other studies generally required the use of two instruments (1) to gather evaluative data from the graduates regarding professional education courses/experiences and specific program area concerns or objectives and (2) to ascertain how effectively BGSU graduates were performing in the field.

The items comprising the questionnaires were primarily developed by a team approach, the team consisting of personnel from OERS, faculty from various professional education units (e.g., Tests and Measurements) and faculty in the various specialized areas (e.g., English and Biology Departments).

For each study, composite findings as well as findings for each teacher-education major or at times small groupings of major areas were

presented to the faculty in the various professional units. It is the primary intent of these studies periodically to gather evaluative input from recent teaching graduates regarding how well they were prepared for their entry-level positions, their perceived needs and proficiencies within selected competency and program objective areas, and their suggestions for possible improvements in the programs for future teacher-education majors. Another purpose of these studies is to gather data on how well the graduates are performing on-the-job; this data generally originates with the graduates' immediate supervisors. Of course, the overall goal is to collect, analyze, and disseminate information that is useful for decision making within program reviews.

A listing of pertinent data relating to the various studies is presented below:

1. "A Follow-Up Survey (1971) of the "On-the-Job" Effectiveness of the Graduates and Their Appraisal of the BGSU Teacher Education Program"

This was essentially BGSU's first step in a longitudinal systematic attempt at gathering evaluative information on its programs and the success of its graduates. Questionnaires were sent to 593 of the 1969-70 graduates who were first year teachers in Ohio. Questionnaires were also sent to their principals. Findings were based on 385 pairs of responses, i.e., 385 first year teachers and their principals. (The instruments were somewhat similar but not as refined as those presented in the Appendix as Document 5 and 6 -- those used in our 1981-82 study.)

Procedures

For each study, we provided the Ohio State Department of Education with the social security numbers of our concerned graduates. Personnel in the State Department, keying on our social security number's and principals'

reports of names and social security number's of teachers in their buildings, provided us with multiple sets of address labels for our teachers and their principals.

Presently, we always contact our past students first -- with letter and instrument (See, for example, Document 5). In a few weeks, after reminders are sent for the teachers to send us the completed forms, the principal questionnaires are sent to principals of teachers who "more-or-less" gave us permission to contact their principals. (See item 3, page 8, Document 5.) It should be mentioned that we assume a graduate who did not complete his/her form did not object to our contacting his/her principal.

2. "A Follow-Up (1973) of Two Samples of BGSU's College of Education Graduates (A) 1970-71 Graduates (First Year Teachers) (B) 1967-68 Graduates (Median Experience = 4 years)"

Data for this 1972-73 study were primarily collected from 556 teachers and their principals. The questions asked were more varied and more indepth than were the questions used in the initial study completed in 1971. This study also compared the responses of teachers in the two experience levels.

3. "An Evaluative Follow-Up Study of Teaching and Content Competencies (1976)"

This study required the use of three instruments: one to gather evaluative data from the graduates regarding general required education courses of all teacher education students, another to gather evaluation data related to each student's specific content area, and the third form was used to ascertain how effective these graduates were performing in the field.

The items on the first form (Part A) (See Appendix, Document 2) were constructed to cover the competencies related to the required education courses and experiences. The ideas for the statements were primarily

gained from education faculty who were responsible for teaching the various courses. The same Part A form was sent to all graduates involved in the study.

Thirty-one (31) different "Part B" questionnaires were constructed -- one for each major. The Part B instrument covered content competencies of the varying specialized majors, such as English, mathematics, elementary education, etc. These specific statements were constructed by the faculty in the various specialized areas. (Document 3 presents three of the 31 different Part B instruments: Biology, English, and elementary education.)

The respondent was asked to evaluate his/her need and proficiency for each of the listed competency areas. In addition, the respondents were also asked to denote where, if appropriate, they had developed the proficiency.

An evaluation form for principals/supervisors to use in denoting the teachers' need for and proficiency in several competency areas was also constructed and used in gathering data. (See Document 4 in Appendix.)

4. "A Survey (1978) of the "On-the-Job" Effectiveness of the Graduates and Their Appraisal of the BGSU Teacher Education Programs"

Two major documents were prepared and distributed: (1) A Summary of the Responses of the 1977-78 Evaluative Follow-Up Questionnaire and (2) Two Summaries of Follow-Up Narrative Comments.

These two documents summarized the findings from the 1973-76 graduates who were in the study. Responses were received from 756 teachers and approximately 950 principals. The teachers were approximately evenly divided among persons with 1, 2, 3, and 4 years experience.

The following articles were based upon selected findings from this 1977-78 study:

1. Fred L. Pigge, "Teacher Competencies: Need, Proficiency, and Where Proficiency was Developed," Journal of Teacher Education, (July-August, 1978), Vol. 29, No. 4, 70-76.

2. Richard Gargiulo and Fred Pigge, "Perceived Teacher Competencies: Need and Development," Action in Teacher Education, The Journal of the Association of Teacher Educators, Winter, 1979-80, Vol. 11, No. 1, 5-15.

3. Verlin Lee and Fred Pigge, "The Needs and Proficiencies of Secondary Teachers, as Noted by Their Principals," American Secondary Education, Vol. 9, No. 3, (November, 1979), 60-63.

4. Richard Gargiulo and Fred Pigge, "Perceived Competencies of Elementary and Special Education Teachers," The Journal of Educational Research, Vol. 72 (July/August, 1979), No. 6, 339-343.

5. Verlin Lee and Fred Pigge, "Competencies of Elementary Teachers," Ohio Elementary Principal, (March, 1980), 17-29.

Data for the most recent survey study were collected during the 1980-81 academic year. Findings from this study were distributed to program areas late in the 1981-82 school year. The letters and the instruments that were used are presented as Documents 5 and 6 in the Appendix.

5. "The 1980-82 Appraisals of Products and Programs

Responses were received from approximately 900 principals and 775 teachers. There were 410 matches, that is, a returned completed questionnaire from a teacher as well as his/her principal.

For illustration purposes, Document 7 (pages 45-49) presents examples of findings from this 1980-82 study. Booklets containing such findings were sent to each program area for further study, discussion, and closure.

6. "On-Site Interviews/Observations"

After a pilot study was conducted during the spring of 1980, an on-site follow-up of a sample of BGSU's first year teachers was conducted during the spring of 1981. Twenty-four faculty members, from various teaching areas,

interviewed and observed the teaching of approximately a 20% sample of our 1979-80 graduates who were first-year teachers in the State of Ohio.

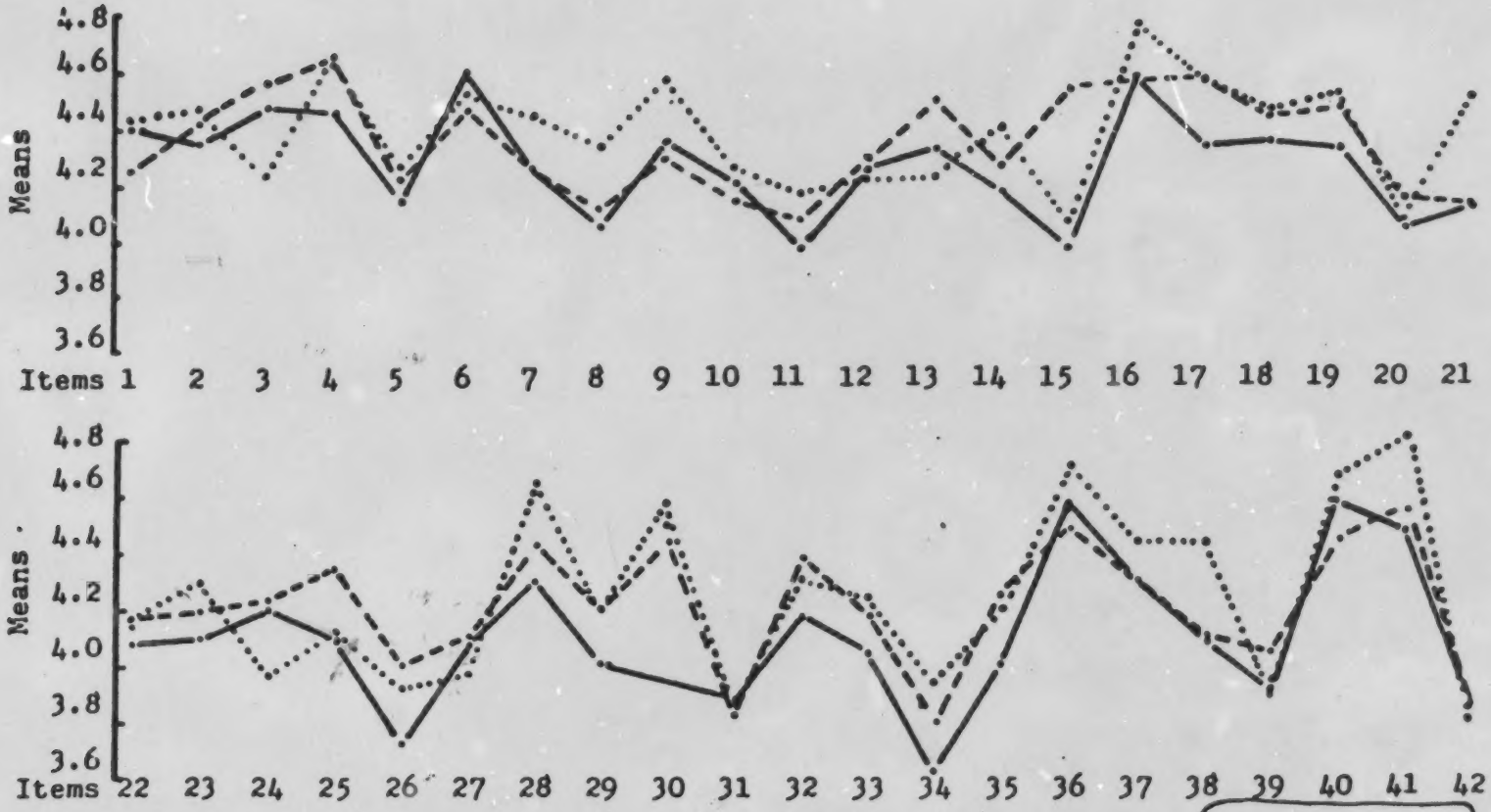
Data were collected from BGSU faculty, first year teachers themselves, their peer teachers, their pupils, and their principals.

Several data collection instruments were used, most of which are not reproduced in the present package. (If truly interested in the procedures of this high cost venture, which we cannot afford to replicate often, please make further contact.)

Supplementary findings from the on-site observations and data collections produced data related to the validity/reliability of instruments/measurements used in the follow-up surveys.

Data presented on the next two pages reveal that the instrument the principals completed in the mail survey (pages 42-44) was associated with rather high intercorrelations (.76 to .90) between the evaluative ratings given by principals, peer teachers, and the first-year teachers themselves who were involved in the on-site study. Data is also presented which indicate that the BGSU faculty members' evaluations of the performance of first-year teachers and the teachers' self evaluations agreed to a rather high extent ($r = .68$).

These preliminary findings have caused us to question the need for gathering this type of evaluative input from peer teachers and has given us more confidence in the ability of first-year teachers to make accurate judgements about their own performance.



—— Principal (1) ..... Self (2) ----- Peer (3)

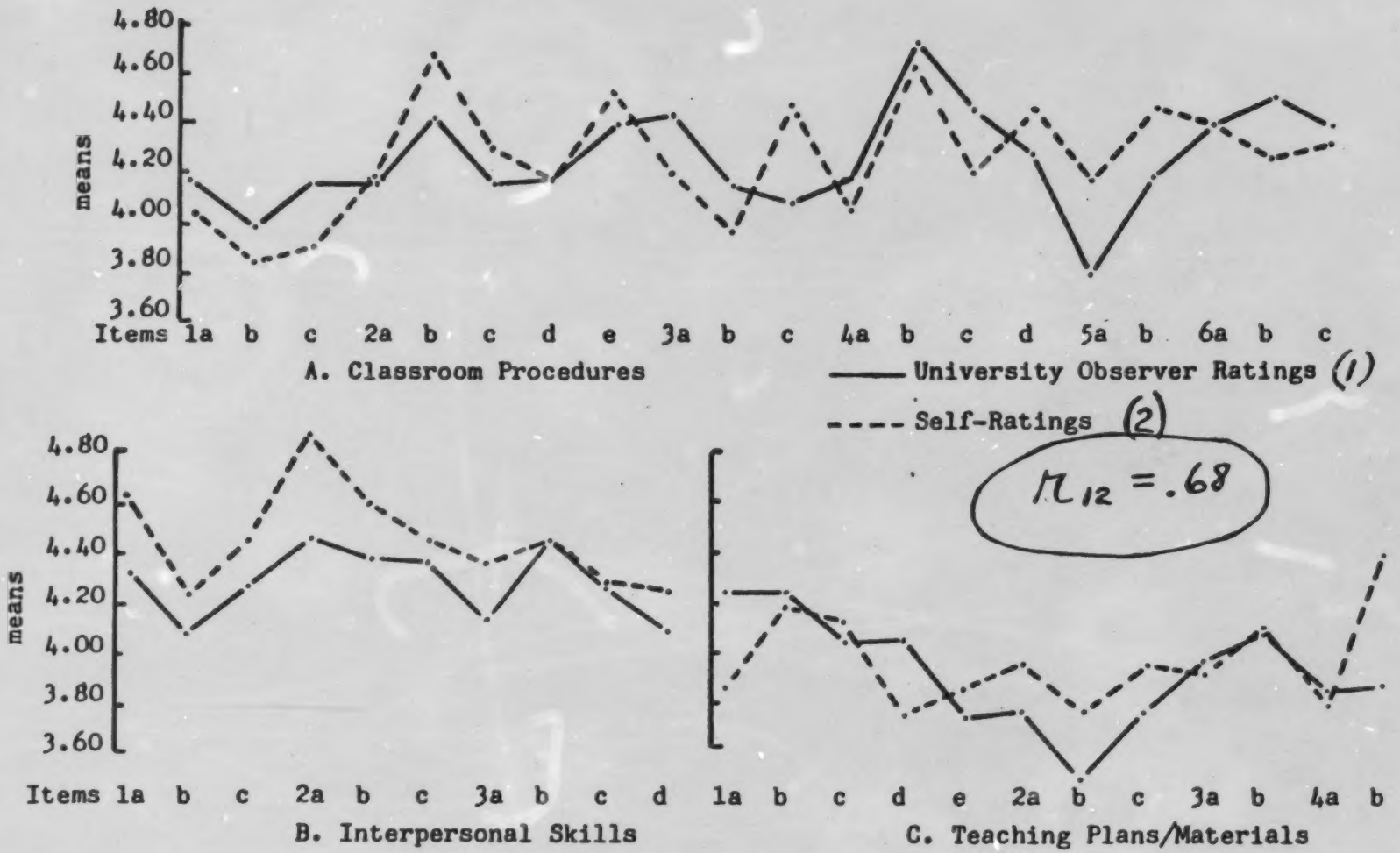
EVALUATIVE RATINGS OF 62 FIRST-YEAR TEACHERS
INSTRUMENT PEF

$r_{12} = .83$

$r_{13} = .90$

$r_{23} = .76$

(Means based on a 1-5 scale. Omits were counted as zeros in the computation of the means. Lowest possible mean = 1.00. Highest possible mean is 5.00. Average performance reflected by mean of 3.0.)



A Comparison of BGSU Faculty Observer Ratings and Self-Ratings of 62 First-Year Teachers for 13 Sets of Competency Indicators. Instrument UFCEF

PART II--ADVANCED GRADUATES

The evaluations conducted by OERS on the graduates of the advanced programs fall into two major categories. The first occurs shortly after graduation and collects data on students' successes in finding employment and students' evaluative reactions and suggestions for improvement regarding their advanced programs. The second type of evaluation that has been done is more program/competency specific and collects information on students' ability to function in the field, i.e., on-the-job performance.

For the first type of study, evaluative questionnaires are sent out approximately ten to twelve weeks after each commencement to the graduates of the advanced teacher education programs. The results of the analysis of numerical data and overall summaries of narrative comments are sent to all program areas. In addition and on an annual basis, the students' verbatim narrative comments regarding their evaluation of the strengths and weaknesses of each advanced program are forwarded to the involved program area. The students' written suggestions for improvements are also attached. The questions presented below indicate the major data gathering areas of the evaluative follow-up instrument.

1. Type of degree received?
2. What type of student? (graduate assistant, part-time, full-time, thesis, non-thesis, etc.)
3. Earn new certification?
4. How long to complete program?
5. Did degree help you change jobs? Did you expect a change? When?
6. What is your overall evaluation of your graduate program?

7. What did you see as its (your program's) strong points or areas?
8. Would you list suggestions for its (your program's) improvement?
9. What were strengths and weaknesses encountered outside your specific program area but still as part of your advanced program?
10. Suggestions for solving weaknesses noted above?
11. Why did you work toward an advanced degree?
12. What percent of your program was off campus? What percent on campus?
13. Why did you choose BGSU for this degree?
14. What is you perceived job effectiveness as a result of this advanced degree?

A copy of the most recent data gathering instrument is reproduced in the Appendix as Document 8.

Examples of the data gathering questionnaires of the second type of study (program/competency specific) are found in the Appendix as Document 9. Approximately 800 graduates of the Advanced Programs (from years 1976 to 1980) were surveyed in 1980-81. The primary instrument was composed of four sections: (A) General Information, (B) Evaluative Input Regarding Selected Objectives of Your Specific Major (a different set of items for each major), (C) Evaluative Input Regarding "non-major" Courses and/or Experiences in Your Advanced Program, and (D) Miscellaneous Observations and Summary. On-the-job success data were also collected from a sample of the supervisors of our advanced graduates. Document 9 in the Appendix presents three of the 14 different Part B inserts that were constructed: guidance and counseling, elementary education, and special education. Address labels for the most recent advanced graduates were obtained from

the Registrar's Office, addresses of past students were obtained from the Office of Alumni Affairs. The findings of this study were summarized in booklet form and copies distributed to faculty and administrators in the various program areas.

CLOSURE

Probably the weakest link in any system of follow-up studies, whether done at Bowling Green State University or elsewhere, is what happens with the data that have been collected and analyzed. Studies are of little avail if pertinent findings are not shared with the concerned faculty, both collectively and individually.

At BGSU, we attempt to provide closure for our follow-up studies and at the same time permit each department/program area latitude or freedom in their responses to the data.

This is accomplished by the following procedures. In the fall semester of each year the Associate Dean for Academic Programs in the College of Education requests each academic unit to describe in writing how the data, from the evaluation studies completed by the Office of Educational Research and Services (OERS) during the previous year, was used by the unit. During the previous year, when the results of the studies are sent to each academic unit, we request that the unit spend at least one department/school meeting in reviewing and discussing the results. Some units then desire different analyses or different groupings and/or decide to collect additional data on their own or in cooperation with OERS. Most units, over time, look for trends in the data and thus plan to modify their programs appropriately.

Document 1

PLEASE FILL OUT

1 NAME _____
(Last) (First) (Maiden)

ADDRESS _____
(Number and Street) (City) (State) (Zip Code) (Tel. No.)

_____ _____
Undergraduate Major(s) Minor(s)

☐ I was not a teacher education major. (These people need not complete rest of form.)

2. GRADUATION:

Dec. _____ 19 ____
May _____ 19 ____
August _____ 19 ____

3 IF TEACHING: ☐ Public ☐ Nonpublic

_____
Employing School District

_____ _____ _____
City County State

_____
Present Teaching Assignment

_____

Grade(s) Taught _____

Type of Teaching Certificate: ☐ Provisional ☐ Temporary ☐ Non-Tax

4. (IF TEACHING) Other Employment:

Position _____

5. IF NOT TEACHING:

Occupation _____

Position _____

Reason not teaching: _____

_____

6. GRADUATE STATUS:

Admitted _____ Considering _____

Where? _____

7. TEACHING SALARY:

a. Total Salary Including Extra Duty Pay

Under 9500	1.
9501-10,500	2.
10,501-11,000	3.
11,001-11,500	4.
11,501-12,000	5.
12,001-12,500	6.
12,501-13,000	7.
13,001-13,501	8.
over 13,501	9.

b. Extra Duty Pay

Duty: _____

_____

_____

$1 - 99	1
100 - 199	2
200 - 299	3
300 - 399	4
400 - 499	5
500 - 599	6
Over 599	7

8. OTHER SALARY (Not Teaching):
(PER ANNUM)

$ _____ _____

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— POSTAGE WILL BE PAID BY —

BOWLING GREEN STATE UNIVERSITY

ATTENTION: Dr. Fred Pigge
Educational Research & Services
College of Education

BOWLING GREEN, OHIO 43403

19

Document 2

Bowling Green State University

College of Education
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 27

October 6, 1975

TO: Teacher Education Graduate
College of Education
Bowling Green State University

Dear Graduate:

We at BGSU are constantly asking ourselves, "How well have we prepared our graduates for teaching? Are we emphasizing needed competencies? Do teachers use the knowledges and skills we attempt to emphasize? Etc." Would you help us arrive at answers to these questions? I realize the questionnaire is rather long but a shorter one could well have proven to be a waste of efforts.

A few words about the procedures of the present follow-up are probably in order:

1. Part A of the questionnaire covers the competencies related to the education courses and experiences at BGSU, e.g. Education 402, (Tests and Measurements), 408 (Philosophy of Education), 409 (American Public Education), 302 (Educational Psychology), student teaching, etc. All possible respondents will receive Part A. These statements were constructed by education faculty
2. Part B of the questionnaire covers competencies of the various specialized majors, such as English, mathematics, elementary education, etc. Twenty-five different Part B questionnaires were constructed by faculty in the various specialized areas, e.g. Dept. of History, Dept. of Romance Language, Dept. of Mathematics, Chemistry, etc.

Thus an elementary education graduate and a math graduate will receive questionnaires with the same Part A but different Part B's.

3. A listing of all our teacher education graduates from 1968 to 1974 was sent to the Ohio State Department of Education. By keying on social security numbers and the principals' fall reports, the State Department produced sets of gummed mailing labels. One of these labels was used in mailing this questionnaire.

I assure you that personal responses to this questionnaire will be held in confidence. All the responses will be tabulated and distributed to the various program areas. Please give us this feedback so that we might better know how to prepare future teachers.

Please return the completed questionnaire within 10 days of receipt in the enclosed pre-addressed, postage paid envelope. With appreciation, I am

Sincerely yours,

Fred L. Pigge, Director
Research and Services

Enclosure

* Please see note at bottom of principal's letter.
Fred Pigge,

July 14, 1983

A PROGRAM AREA APPRAISAL OF MY PREPARATION AS A TEACHER AT BOWLING GREEN STATE UNIVERSITY

Name _____ Social Security Number _____

Undergraduate Major(s) _____ When did you receive the B.S. degree? _____ Year

Undergraduate Minor(s) _____

Grades and/or Subjects taught during student teaching at BGSU _____ How many years have you taught? (count the present year) _____ Year(s)

Grades and/or Subjects you are teaching this (present) year _____

Employing School District _____

Building _____

Address _____

City _____

This is a: City District ___ Exempted Village District ___
County (local) District ___

If a present or past graduate student, what is the status of your program?

	Yes	No	Where	Major
Working on Masters	___	___	_____	_____
Masters Degree Received	___	___	_____	_____
Work Beyond Masters	___	___	_____	_____

DIRECTIONS FOR COMPLETING THE QUESTIONNAIRE

For each of the listed Competencies, please indicate your opinions in the following four areas by circling the appropriate number. Please use your best judgment in arriving at your decision of which number to mark.

Need - Please indicate your opinion as to the necessity of the competency being included in your teacher education curriculum at BGSU.

Use - Please indicate the extent to which you use the competency in your present position during the year.

Developed - Please indicate the manner in which each competency was developed.

Proficiency - If the competency was developed at BGSU, please indicate your degree of proficiency.

Return questionnaire to: Office of Educational Research and Services, College of Education, BGSU, Bowling Green, Ohio 43403

PART A

COMPETENCIES RELATED TO EDUCATION COURSES

(Educ. 302, 402, 408, 409, and Student Teaching)

NEED
1 not applicable
2 not needed
3 little
4 moderate
5 extensive

USE DURING THE YEAR
1 0-20%
2 21-40%
3 41-60%
4 61-80%
5 81-100%

PROFICIENCY
1 not proficient
2 limited proficiency
3 adequate proficiency
4 more than adequate
5 extensive proficiency

WHERE DEVELOPED
1 not developed
2 developed at BGSU
3 work experience
4 in-service
5 independent study

NEED	USE		PROFICIENCY	WHERE DEVELOPED
1 2 3 4 5	1 2 3 4 5	1. Ability to provide instruction leading to the different cognitive goals of acquisition, comprehension and application of knowledge.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Ability to individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, and group work.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Ability to maintain order in a classroom and to assist students in the development of self-discipline.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Ability to motivate student achievement via modeling, reinforcement, provision of success experiences, and appeal to student interests.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Ability to encourage and facilitate the development of social skills and enhance self concept.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ability to construct behavioral/performance objectives in subject matter field.	1 2 3 4 5	1 2 3 4 5

PART A

COMPETENCIES RELATED TO EDUCATION COURSES (CONT'D)

NEED: not applicable / not needed / little / moderate / extensive	USE DURING THE YEAR: 0-20% / 21-40% / 41-60% / 61-80% / 81-100%		PROFICIENCY: extensive proficiency / more than adequate / adequate proficiency / limited proficiency / not proficient	WHERE DEVELOPED: independent study / in-service / work experience / developed at BGSU / not developed
1 2 3 4 5	1 2 3 4 5	7. Ability to apply appropriate evaluative techniques for the systematic evaluation of pupil progress.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to prepare teacher-made tests.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to utilize observational techniques effectively in the classroom.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to interpret and report student performance on teacher-made tests.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to interpret and report student performance on standardized tests.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to choose from a broad knowledge of the history of education the ideas that have shaped our culture.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Knowledge of the interaction between the cultural matrices and educational systems.	1 2 3 4 5	1 2 3 4 5

PART A

COMPETENCIES RELATED TO EDUCATION COURSES (CONT'D)

NEED: not applicable / not needed / little / moderate / extensive	USE DURING THE YEAR: 0-20% / 21-40% / 41-60% / 61-80% / 81-100%		PROFICIENCY: WHERE DEVELOPED: not developed / developed at BGSU / work experience / in-service / independent study	PROFICIENCY: not proficient / limited proficiency / adequate proficiency / more than adequate / extensive proficiency	
1 2 3 4 5	1 2 3 4 5	14. Ability to compare and contrast various philosophical viewpoints.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	15. Ability to continue the development and clarification of one's own philosophy of education.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	16. Ability to distinguish between bonafide educational innovation and temporary, fleeting fads.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	17. Ability to use value clarification techniques at any age level.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	18. Ability to utilize an understanding of the formal chain of control, decision-making, communication and authority within each school unit and their effects upon the daily operation of the classroom.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	19. Ability to apply the basic principles of how schools are financed, sources of income and major areas of expenditure, and how these factors directly affect classroom operation.	1 2 3 4 5	1 2 3 4 5	

PART A

COMPETENCIES RELATED TO EDUCATION COURSES (CONT'D)

NEED: 1 not applicable; 2 not needed; 3 little; 4 moderate; 5 extensive

USE DURING THE YEAR: 1 0-20%; 2 21-40%; 3 41-60%; 4 61-80%; 5 81-100%

PROFICIENCY: 1 not developed; 2 work experience developed at BGSU; 3 in-service; 4 independent study; 5 WHERE DEVELOPED

1 not proficient; 2 limited proficiency; 3 adequate proficiency; 4 more than adequate; 5 extensive proficiency

NEED	USE DURING THE YEAR		PROFICIENCY		
			WHERE DEVELOPED		
1 2 3 4 5	1 2 3 4 5	20. Ability to apply the major principles of school law to areas such as due process, contracts, certification, teacher liability and corporal punishment.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	21. Ability to understand the effects of federal legislation and programs in education through financial support and Supreme Court decisions.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	22. Ability to utilize the sources of pressure for change in education; understand currently suggested innovations; and perceive potential consequences of alternatives.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	23. Ability to understand the role of teacher organizations within the formal and informal competition for control of education and one's own personal role in joining or not joining such organizations.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	24. Ability to understand the implications of the legal control of education by the state legislature, the state department of education and the state board of education.	1 2 3 4 5	1 2 3 4 5	

PART A

COMPETENCIES RELATED TO EDUCATION COURSES (CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE DURING THE YEAR		PROFICIENCY	WHERE DEVELOPED
1 2 3 4 5	1 2 3 4 5		1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	25. Ability to utilize reading organization skills to divide a class into reading groups.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	26. Ability to utilize audio-visual equipment and materials in teaching.	1 2 3 4 5	1 2 3 4 5

Please complete Part B which starts on page 6.

Document 3

PART B

BIOLOGY MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED: not applicable | not needed | little | moderate | extensive

USE DURING THE YEAR: 0-20% | 21-40% | 41-60% | 61-80% | 81-100%

PROFICIENCY: extensive proficiency | more than adequate | adequate proficiency | limited proficiency | not proficient

WHERE DEVELOPED: independent study | in-service | work experience | developed at BGSU | not developed

NEED	USE DURING THE YEAR		PROFICIENCY	WHERE DEVELOPED
1 2 3 4 5	1 2 3 4 5	Ability to teach basic concepts of the following:	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	1. Cell structure and function.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	2. Physiology of organisms.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	3. Chemistry of life.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	4. Reproduction and development.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	5. Genetics.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	6. Ecology.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	7. Evolution.	1 2 3 4 5	1 2 3 4 5

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

1 2 3 4 5 1 2 3 4 5

PART B

BIOLOGY MAJORS
(CONT'D)

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

1 2 3 4 5 1 2 3 4 5

Ability to teach the basic biology (characteristics, distribution, structure, function, etc.) of the following:

1 2 3 4 5	1 2 3 4 5	8. Animals.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Plants.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Microbes.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to identify common plants and animals.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to organize and conduct field trips.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	13. Ability to relate environmental problems to student experiences and identify possible solutions.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	14. Knowledge of skills suitable for developing and conducting meaningful classroom laboratories.	1 2 3 4 5	1 2 3 4 5

PART B

BIOLOGY MAJORS
(CONT'D)

NEED					USE DURING THE YEAR					PROFICIENCY									
not applicable	not needed	little	moderate	extensive	0-20%	21-40%	41-60%	61-80%	81-100%	WHERE DEVELOPED: not developed	work experience	in-service	independent study	developed at BGSU	not proficient	limited proficiency	adequate proficiency	more than adequate	extensive proficiency
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1 2 3 4 5					1 2 3 4 5					15. Knowledge of laboratory skills suitable for assisting and directing students in <u>independent</u> study.					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5					16. Ability to use a simple statistical approach to the study of biology.					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5					17. Ability to utilize basic library sources of biological information.					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5					18. Ability to utilize non-library sources of information including former professors and other scientists.					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5					19. Ability to locate sources for supply of biological materials, both commercial and natural.					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5					20. Ability to relate advances in biology (biotechnology) to possible moral, social, or political consequences.					1 2 3 4 5				

PART B

BIOLOGY MAJORS (CONT'D)

21. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

22. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

23. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

_____

_____

_____

24. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

_____

_____

_____

PART B

ENGLISH MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED: not applicable / not needed / little / moderate / extensive	USE DURING THE YEAR: 0-20% / 21-40% / 41-60% / 61-80% / 81-100%		WHERE DEVELOPED: not developed / developed at BGSU / work experience / in-service / independent study	PROFICIENCY: not proficient / limited proficiency / adequate proficiency / more than adequate / extensive proficiency	
1 2 3 4 5	1 2 3 4 5	1. Ability to demonstrate knowledge of both English and American literature in the classroom.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	2. Knowledge of literary genres and competency in teaching poetry, fiction and drama.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	3. Ability to demonstrate competency in literary analysis and criticism.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	4. Knowledge of the specific skills needed to read literature accurately.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	5. Ability to stimulate a positive response to literature and language.	1 2 3 4 5	1 2 3 4 5	
1 2 3 4 5	1 2 3 4 5	6. Knowledge of the structure of the English language including recent linguistic theories, dialects, semantics, and lexicology.	1 2 3 4 5	1 2 3 4 5	

PART B

ENGLISH MAJORS
(CONT'D)

NEED
not applicable
not needed
little
moderate
extensive

USE DURING THE YEAR
0-20%
21-40%
41-60%
61-80%
81-100%

PROFICIENCY
extensive proficiency
more than adequate
adequate proficiency
limited proficiency
not proficient

WHERE DEVELOPED
independent study
in-service
work experience
developed at BGSU
not developed

NEED	USE		PROFICIENCY	WHERE DEVELOPED
1 2 3 4 5	1 2 3 4 5	7. Knowledge of the value of figurative language as a means of describing reality.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to respond honestly to the writing of professionals and of one's peers.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to evaluate student compositions.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to write creative prose including description, narration, and exposition.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Ability to use techniques such as dynamics and creative drama to facilitate language learning.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Ability to prepare unit and lesson plans that will incorporate various aspects of English.	1 2 3 4 5	1 2 3 4 5

PART B

ENGLISH MAJORS
(CONT'D)

13. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High 5	4	3	2	Low 1
☐	☐	☐	☐	☐

14. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive 5	4	3	2	Low and neutral 1
☐	☐	☐	☐	☐

15. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

_____

_____

_____

16. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

_____

_____

_____

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PART B

ELEMENTARY EDUCATION MAJORS

COMPETENCIES RELATED TO TEACHING IN THIS FIELD

NEED: USE DURING THE YEAR						PROFICIENCY: WHERE DEVELOPED						
not applicable	0-20%					developed at BGSU					not developed	
not needed	21-40%					work experience						
little	41-60%					in-service						
moderate	61-80%					independent study						
extensive	81-100%											
1	1	1	1	1		1	1	1	1	1	1	1
2	2	2	2	2		2	2	2	2	2	2	2
3	3	3	3	3		3	3	3	3	3	3	3
4	4	4	4	4		4	4	4	4	4	4	4
5	5	5	5	5		5	5	5	5	5	5	5

| | | | | | | | | | | |

PART B

ELEMENTARY EDUCATION MAJORS
(CONT'D)

NEED: not applicable (1) / not needed (2) / little (3) / moderate (4) / extensive (5)	USE DURING THE YEAR: 0-20% (1) / 21-40% (2) / 41-60% (3) / 61-80% (4) / 81-100% (5)		PROFICIENCY: WHERE DEVELOPED: not developed (1) / developed at BGSU (2) / work experience (3) / in-service (4) / independent study (5)	PROFICIENCY: not proficient (1) / limited proficiency (2) / adequate proficiency (3) / more than adequate (4) / extensive proficiency (5)
1 2 3 4 5	1 2 3 4 5	7. Ability to help children become aware of the relationship of learning in the classroom to the realities of life.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	8. Ability to help children develop basic skills at a proficiency of performance which will enable them to function in keeping with their ability within the framework of society.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	9. Ability to integrate areas of instruction so that learning becomes a total process rather than fragmentary experiences.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	10. Ability to organize the classroom into a learning environment which encourages active pupil participation.	1 2 3 4 5	1 2 3 4 5
		Ability to guide children in using facts and hypotheses to develop concepts and generalizations in the following areas:	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	11. Science	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1 2 3 4 5	12. Social Studies		

PART B

ELEMENTARY EDUCATION MAJORS
(CONT'D)

NEED					USE DURING THE YEAR					PROFICIENCY									
not applicable	not needed	little	moderate	extensive	0-20%	21-40%	41-60%	61-80%	81-100%	WHERE DEVELOPED: not developed	work experience	in-service	independent study	developed at BGSU	not proficient	limited proficiency	adequate proficiency	more than adequate	extensive proficiency
1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
1 2 3 4 5					1 2 3 4 5					13. Mathematics					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5					14. Ability to make assignments which are challenging, relevant, and appropriate to the topics, problems and/or skill areas which are being studied.					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5					15. Ability to realize that the acquiring and application of knowledge is a continuous process and to pass this understanding on to the children in the class.					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5					16. Ability to effectively teach reading.					1 2 3 4 5				
1 2 3 4 5					1 2 3 4 5					17. Ability to effectively teach other facets of language arts.					1 2 3 4 5				

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PART B

ELEMENTARY EDUCATION MAJORS
(CONT'D)

18. What was the degree to which your student teaching experiences contributed to your overall professional growth and development?

High				Low
5	4	3	2	1
☐	☐	☐	☐	☐

19. What was the influence of the general preparation obtained from your student teaching experience upon your later performance as a teacher?

High and positive				Low and neutral
5	4	3	2	1
☐	☐	☐	☐	☐

20. Please list specific suggestions for curriculum improvement in your major area of preparation that you think would be beneficial to pre-service teachers.

_____

_____

_____

21. Please list any other aspect of your teacher education preparation, positive or negative, not covered heretofore. (If you desire to emphasize some of your previous responses, please do so in this space.)

_____

_____

_____

Document 4

Bowling Green State University

College of Education
Office of Research and Services
Suite 455 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

October 6, 1975

TO: Principals of
BGSU Teacher Education Graduates

Dear Principal:

We are constantly asking ourselves, "How well have we prepared our graduates for teaching?" We need your help in arriving at an answer to this question.

According to records in the State of Ohio, Department of Education, (Miss, Mrs., Mr.) _____, a graduate of BGSU, is teaching under your supervision.

We are very much concerned about how well our graduates are guiding pupil growth. It is for this reason that we are respectfully asking you to take a few minutes to give us your honest reaction to questions posed on the accompanying questionnaire. All of these questions pertain to the teacher's effectiveness in the school situation. (If perhaps a supervisor or a department head is in a better position to respond, please forward the questionnaire to that person.) This questionnaire is being sent to a rather large sample of principals of our recent (1968-74) graduates who are teaching in the State of Ohio. After analyzing the responses and summarizing the comments, we will be in a better position than at the present time to make plans for improving our teacher education programs.

Please be assured that personal responses to this questionnaire will be held in confidence.

Needless to say, we do appreciate your cooperation in completing this questionnaire. You are assisting us in improving the quality of our teacher education programs.

Please return the completed questionnaire in the enclosed pre-addressed, postage-paid envelope.

With kindest regards,

Fred L. Pigge, Director
Educational Research & Services

FLP/ll
Enclosure *

Note to readers: My advice in 1976 is for you to send this letter as well as the principal's questionnaire to the teacher. Ask her, if she is willing, to forward it to her principal for completion. Thus, there is no covert evaluation of a teacher.

F.L.P., 3/26/76

30 53

also 7-14-83 See Document 9 for how we did it in 1982!

For each of the listed COMPETENCIES please indicate your estimates of the teacher's abilities by circling the appropriate number.

Need - Please indicate your estimate of the necessity for this competency in the teacher's position.

Proficiency - Please indicate your estimate of the teacher's proficiency level on each competency.

The need for this competency in the teacher's position:

No need
Limited, but some need
Average need
Above average need
Very extensive need
1 2 3 4 5

The teacher's proficiency in these competencies:

Not proficient
Limited proficiency
Average or adequate proficiency
Above average proficiency
Extensive proficiency
1 2 3 4 5

COMPETENCIES RELATED TO THE PRACTICE OF EDUCATION

The teacher:

1 2 3 4 5	1. Provides instruction leading to the different cognitive goals of acquisition, comprehension, and application of knowledge.	1 2 3 4 5
1 2 3 4 5	2. Individualizes instruction to meet the varying needs of students.	1 2 3 4 5
1 2 3 4 5	3. Maintains control of classroom activities.	1 2 3 4 5
1 2 3 4 5	4. Assists students in the development of self-discipline.	1 2 3 4 5
1 2 3 4 5	5. Motivates student achievement via modeling, reinforcement, provision of success experiences and appeal to student interests.	1 2 3 4 5
1 2 3 4 5	6. Encourages and facilitates the development of the students' social skills and enhanced self-concept.	1 2 3 4 5
1 2 3 4 5	7. Constructs behavioral performance objectives in subject matter field.	1 2 3 4 5

The need for this competency in the teacher's position:

No need
Limited, but some need
Average need
Above average need
Very extensive need
1 2 3 4 5

The teacher's proficiency in these competencies:

Not proficient
Limited proficiency
Average or adequate proficiency
Above average proficiency
Extensive proficiency
1 2 3 4 5

COMPETENCIES RELATED TO THE PRACTICE OF EDUCATION

The teacher:

1 2 3 4 5	8. Applies appropriate evaluative techniques for the systematic evaluation of pupil progress.	1 2 3 4 5
1 2 3 4 5	9. Continues to develop, clarify, and exemplify his/her own philosophy of education.	1 2 3 4 5
1 2 3 4 5	10. Communicates effectively with colleagues, principal, and other administrators.	1 2 3 4 5
1 2 3 4 5	11. Applies the major principles of school law to areas such as due process, contracts, certification, teacher liability, and corporal punishment.	1 2 3 4 5
1 2 3 4 5	12. Utilizes audio-visual aids and materials in teaching.	1 2 3 4 5
1 2 3 4 5	13. Initiates, innovates, and welcomes suggestions for improving instruction.	1 2 3 4 5
1 2 3 4 5	14. Demonstrates a positive attitude toward students and teaching.	1 2 3 4 5
1 2 3 4 5	15. Participates actively in developing improved educational programs and procedures.	1 2 3 4 5
1 2 3 4 5	16. Works effectively with educational specialists in behalf of individual students.	1 2 3 4 5

Considering total effectiveness in guiding pupil growth, I believe this teacher exhibits... 1 2 3 4 5

SPECIAL COMMENTS: (For example, visible strengths and/or weaknesses of teacher education preparation at BGSU)

Document 5

Bowling Green State University

College of Education
Office of Research and Services
Suite 330 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

Winter, 1981

TO: Recent Graduates
College of Education
BGSU

Dear Teacher Graduate:

We in the College of Education are many times asking ourselves, "Just how well have we prepared our graduates for teaching?" "How valuable are some of the required courses?" "Are we emphasizing needed competencies?" Etc. The purpose of this correspondence is respectfully to ask that you help us arrive at answers to these questions.

Please take a few minutes to give us your honest reactions to the questions posed on the accompanying questionnaire. This questionnaire is being sent to recent BGSU graduates (1976-1980) who are teaching in the State of Ohio. After analyzing your responses and summarizing your comments, we will be in a better position than at the present time to make plans for improving our teacher education programs.

In more detail, there are three primary reasons why the College of Education conducts follow-up evaluative endeavors approximately every third year:

1. We desire to know what graduates think of the courses, projects and experiences in which we more or less forced them to enroll.
2. The responses, as a total group and by each major, should suggest specific and worthwhile changes and revisions in our curriculums.
3. The Ohio State Department of Education and various regional and national accrediting agencies demand that evaluative follow-up studies of past teacher education graduates be completed at periodic intervals and the results utilized to promote better and stronger programs.

Please be assured that your responses will remain anonymous. Only summary tabulations by years of experience, teaching areas, or other groupings will be presented to our faculty and to the accrediting agencies. When your responses have been coded onto computer cards, this questionnaire will be destroyed. Under no circumstances will *your* responses be known to any of our faculty or used to your betterment or detriment.

We are very appreciative of your cooperation in completing this form.

Please return the completed form via the enclosed pre-addressed, postage-paid envelope within 10 days to two weeks of its receipt.
Thank You.

Sincerely yours,

Fred L. Pigge

Fred L. Pigge, Director
Educational Research & Services

(1) (2) (3) (4) (5)

AN APPRAISAL OF MY PREPARATION AS A TEACHER AT BOWLING GREEN STATE UNIVERSITY

There are several sections to this questionnaire. Section A asks for personal data, such as name, major, where you are teaching, etc. The other sections consist of questions which permit you to "evaluate" your experiences at BGSU.

SECTION A: Placement and Experience Data

1. Name _____ Social Security Number _____ (6-14)
2. Undergraduate Major(s) _____ (15-17) Minor(s) _____ (18-20)
3. Grades or Subjects Taught During Student Teaching _____ (21-23)
4. Grades or Subjects Taught This Year _____ (24-26)
5. Employing School District _____
   name
   _____
   address
   _____

6. In your opinion, how would your school building be classified?

   _____ (1) Urban _____ (2) Rural _____ (3) Suburban (27)

7. In your opinion, are you teaching in a system that is similar in characteristics to the one where you attended high school?

   _____ (1) Yes _____ (2) No (28)

8. Including the present year, how many years have you taught? _____ Yrs. (29)

9. When did you graduate from BGSU? 19_____ (30-31)

10. What is your current status regarding a Masters degree?

    _____ (1) Have not taken any courses.
    _____ (2) Have taken 1 or 2 courses.
    _____ (3) About ¼ done.
    _____ (4) About ½ done.
    _____ (5) About ¾ done.
    _____ (6) Have a Masters degree. (32)

11. (Optional) What, to the best of your memory, was your final overall undergraduate grade-point average at BGSU?

    _____ (1) 2.0 - 2.3
    _____ (2) 2.4 - 2.7
    _____ (3) 2.8 - 3.1
    _____ (4) 3.2 - 3.5
    _____ (5) 3.6 - 3.9
    _____ (6) 4.0 (33)

SECTION B: Your Perceived *Need For* and *Proficiency In* Selected Competencies.

Presented below are descriptions of 19 competency areas. To the right, please indicate your felt need for possessing each competency and an estimate of your classroom proficiency.

	Your Felt Need for this Competency						An Estimate of Your Classroom Proficiency In This Area					
	High		Average		Low		High		Average		Low	
	[5]	[4]	[3]	[2]	[1]		[5]	[4]	[3]	[2]	[1]	
Your Ability to:												
1. Teach reading in your grade or subject area.	[ ]	[ ]	[ ]	[ ]	[ ]	(34)	[ ]	[ ]	[ ]	[ ]	[ ]	(35)
2. Deal with pupil behavior problems.	[ ]	[ ]	[ ]	[ ]	[ ]	(36)	[ ]	[ ]	[ ]	[ ]	[ ]	(37)
3. Select, prepare, and effectively utilize educational media.	[ ]	[ ]	[ ]	[ ]	[ ]	(38)	[ ]	[ ]	[ ]	[ ]	[ ]	(39)
4. Analyze and evaluate your teaching performance skills.	[ ]	[ ]	[ ]	[ ]	[ ]	(40)	[ ]	[ ]	[ ]	[ ]	[ ]	(41)
5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils.	[ ]	[ ]	[ ]	[ ]	[ ]	(42)	[ ]	[ ]	[ ]	[ ]	[ ]	(43)
6. Diagnose pupil learning difficulties (via testing instruments, observational techniques, etc.).	[ ]	[ ]	[ ]	[ ]	[ ]	(44)	[ ]	[ ]	[ ]	[ ]	[ ]	(45)
7. (After diagnosis) . . make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes.	[ ]	[ ]	[ ]	[ ]	[ ]	(46)	[ ]	[ ]	[ ]	[ ]	[ ]	(47)
8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	[ ]	[ ]	[ ]	[ ]	[ ]	(48)	[ ]	[ ]	[ ]	[ ]	[ ]	(49)
9. Motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.	[ ]	[ ]	[ ]	[ ]	[ ]	(50)	[ ]	[ ]	[ ]	[ ]	[ ]	(51)
10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and invidual work, etc.	[ ]	[ ]	[ ]	[ ]	[ ]	(52)	[ ]	[ ]	[ ]	[ ]	[ ]	(53)
11. Prepare and develop lesson plans and teaching units.	[ ]	[ ]	[ ]	[ ]	[ ]	(54)	[ ]	[ ]	[ ]	[ ]	[ ]	(55)
12. Prepare teacher made tests and evaluate/report pupil progress.	[ ]	[ ]	[ ]	[ ]	[ ]	(56)	[ ]	[ ]	[ ]	[ ]	[ ]	(57)
13. Understand and utilize standardized tests.	[ ]	[ ]	[ ]	[ ]	[ ]	(58)	[ ]	[ ]	[ ]	[ ]	[ ]	(59)
14. Communicate effectively with parents regarding student progress.	[ ]	[ ]	[ ]	[ ]	[ ]	(60)	[ ]	[ ]	[ ]	[ ]	[ ]	(61)
15. Compare, contrast and utilize various educational philosophical viewpoints.	[ ]	[ ]	[ ]	[ ]	[ ]	(62)	[ ]	[ ]	[ ]	[ ]	[ ]	(63)
16. Encourage and facilitate the development of children's social skills and enhanced self-concepts.	[ ]	[ ]	[ ]	[ ]	[ ]	(64)	[ ]	[ ]	[ ]	[ ]	[ ]	(65)
17. Apply the major principles of school law to areas such as due process, contracts, teaching liability, corporal punishment, etc.	[ ]	[ ]	[ ]	[ ]	[ ]	(66)	[ ]	[ ]	[ ]	[ ]	[ ]	(67)
18. Adequately challenge your gifted/talented students.	[ ]	[ ]	[ ]	[ ]	[ ]	(68)	[ ]	[ ]	[ ]	[ ]	[ ]	(69)
19. Adequately guide handicapped pupils who have been or may be "mainstreamed" into your classroom.	[ ]	[ ]	[ ]	[ ]	[ ]	(70)	[ ]	[ ]	[ ]	[ ]	[ ]	(71)

SECTION C: Where Were The Proficiencies Developed?

In Section B, you noted your needs and proficiencies for 19 competency areas. We now desire you to denote which of the presented areas contributed to your perceived proficiency for each of the competencies. Merely place an "X" in the box which indicates the one area that gave you the concerned proficiency. If more than one area contributed, put "1" in the box which would denote the area that contributed **most**; "2" in the box which denotes second highest, etc.

Your Ability to:	AREAS							
	Student Teaching	Pre-Student Teaching Field Experience	Other Course Work and Experiences at BGSU	First Year Teaching Experience	Teaching Experience After First Year	Inservice Training	Other Teachers	Supervisors and/or Administrators
1. Teach reading in your grade or subject area. (2 _ _ _ _)	[ ] (72)	[ ] (73)	[ ] (74)	[ ] (75)	[ ] (76)	[ ] (77)	[ ] (78)	[ ] (79)
2. Deal with pupil behavior problems.	[ ] (6)	[ ] (7)	[ ] (8)	[ ] (9)	[ ] (10)	[ ] (11)	[ ] (12)	[ ] (13)
3. Select, prepare, and effectively utilize educational media.	[ ] (14)	[ ] (15)	[ ] (16)	[ ] (17)	[ ] (18)	[ ] (19)	[ ] (20)	[ ] (21)
4. Analyze and evaluate your teaching performance skills.	[ ] (22)	[ ] (23)	[ ] (24)	[ ] (25)	[ ] (26)	[ ] (27)	[ ] (28)	[ ] (29)
5. Utilize the findings from #4 above in altering your teaching and providing more successful instruction for your pupils.	[ ] (30)	[ ] (31)	[ ] (32)	[ ] (33)	[ ] (34)	[ ] (35)	[ ] (36)	[ ] (37)
6. Diagnose pupil learning difficulties (via testing instruments, observational techniques, etc.).	[ ] (38)	[ ] (39)	[ ] (40)	[ ] (41)	[ ] (42)	[ ] (43)	[ ] (44)	[ ] (45)
7. (After diagnosis) . . . make prescriptions of instructional strategies, educational media, and materials that more fully maximize pupil learning outcomes.	[ ] (46)	[ ] (47)	[ ] (48)	[ ] (49)	[ ] (50)	[ ] (51)	[ ] (52)	[ ] (53)
8. Work effectively with other teachers, specialists, administrators, students, and parents, regardless of their value systems, race, religion, age, sex, socioeconomic status, etc.	[ ] (54)	[ ] (55)	[ ] (56)	[ ] (57)	[ ] (58)	[ ] (59)	[ ] (60)	[ ] (61)
9. Motivate student achievement via modeling, reinforcement, provision of success experiences, appeal to student interests, etc.	[ ] (62)	[ ] (63)	[ ] (64)	[ ] (65)	[ ] (66)	[ ] (67)	[ ] (68)	[ ] (69)
10. Individualize instruction to meet the varying needs of students, via techniques such as mastery learning, alternative assignments, individual contracting, group and individual work, etc. (3 _ _ _ _)	[ ] (70)	[ ] (71)	[ ] (72)	[ ] (73)	[ ] (74)	[ ] (75)	[ ] (76)	[ ] (77)
11. Prepare and develop lesson plans and teaching units.	[ ] (6)	[ ] (7)	[ ] (8)	[ ] (9)	[ ] (10)	[ ] (11)	[ ] (12)	[ ] (13)
12. Prepare teacher made tests and evaluate/report pupil progress.	[ ] (14)	[ ] (15)	[ ] (16)	[ ] (17)	[ ] (18)	[ ] (19)	[ ] (20)	[ ] (21)
13. Understand and utilize standardized tests.	[ ] (22)	[ ] (23)	[ ] (24)	[ ] (25)	[ ] (26)	[ ] (27)	[ ] (28)	[ ] (29)
14. Communicate effectively with parents regarding student progress.	[ ] (30)	[ ] (31)	[ ] (32)	[ ] (33)	[ ] (34)	[ ] (35)	[ ] (36)	[ ] (37)
15. Compare, contrast and utilize various educational philosophical viewpoints.	[ ] (38)	[ ] (39)	[ ] (40)	[ ] (41)	[ ] (42)	[ ] (43)	[ ] (44)	[ ] (45)
16. Encourage and facilitate the development of children's social skills and enhanced self-concepts.	[ ] (46)	[ ] (47)	[ ] (48)	[ ] (49)	[ ] (50)	[ ] (51)	[ ] (52)	[ ] (53)
17. Apply the major principles of school law to areas such as due process, contracts, teaching liability, corporal punishment, etc.	[ ] (54)	[ ] (55)	[ ] (56)	[ ] (57)	[ ] (58)	[ ] (59)	[ ] (60)	[ ] (61)
18. Adequately challenge your gifted/talented students.	[ ] (62)	[ ] (63)	[ ] (64)	[ ] (65)	[ ] (66)	[ ] (67)	[ ] (68)	[ ] (69)
19. Adequately guide handicapped pupils who have been or may be "mainstreamed" into your classroom.	[ ] (70)	[ ] (71)	[ ] (72)	[ ] (73)	[ ] (74)	[ ] (75)	[ ] (76)	[ ] (77)

SECTION D: Please check the one answer you consider most appropriate. (4 _ _ _ _)

1. The **number** of courses or credits required for my major (e.g. English courses for English majors, Math courses for Math majors, etc.) was:

(6) _____ (1) too large or too many
_____ (2) too small or too few
_____ (3) about right

2. The content of my major was:

_____ (1) well adapted to the needs of teachers
(7) _____ (2) only moderately relevant to the needs of teachers
_____ (3) largely irrelevant to the needs of teachers

3. The content of my major was:

_____ (1) too broad and general for the needs of teachers
(8) _____ (2) too narrow and specialized for the needs of teachers
_____ (3) well balanced to provide both breadth and depth

4. Courses in my major were taught in a way that:

_____ (1) related the content to the needs of teachers in **most** instances
(9) _____ (2) related the content to the needs of teachers in **some** instances
_____ (3) had no observable relationship to the needs of teachers

5. The number of credits or courses required in the professional component (commonly called "the education courses") of the program was:

_____ (1) too large or too many
(10) _____ (2) too small or too few
_____ (3) about right

6. The content and experiences making up the professional component:

_____ (1) were generally well suited to preparation of a teacher
(11) _____ (2) were somewhat suited to preparation of a teacher
_____ (3) made little real contribution to preparation of a teacher

7. The general group requirements (Group 1 — Composition, Literature, Speech; Group 2 — Science and Math; Group 3 — Social Science; and Group 4 — Fine and Applied Arts)

_____ (1) provided for acquisition of a breadth of knowledge needed by "educated" people
(12) _____ (2) was somewhat valuable
_____ (3) was generally a waste of time

8. The general group requirements

_____ (1) provided a good background for teachers
(13) _____ (2) was somewhat significant for prospective teachers
_____ (3) was generally of little significance for prospective teachers

9. Bowling Green State University gave me very early in my studies an adequate orientation to teacher education, e.g., career options, employment potential, working conditions/expectations, salaries, etc.

	5 Strongly Agree	4 Agree	3 No Opinion	2 Disagree	1 Strongly Disagree	
(14)	[ ]	[ ]	[ ]	[ ]	[ ]	

10. Please provide a rating of the value of each of the following seven areas in your preparation to become a teacher.

	5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative	0 Not Required in My Program	
1. Educational Psychology (Educ. 302)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(15)
2. Methods course (or methods sequence if elementary or special education major)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(16)
3. Tests and Measurements (Most recent title: Assessment and Evaluation in Education) (Educ. 402)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(17)
4. Philosophy of Education (Most recent title: Education in a Pluralistic Society) (Educ. 408)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(18)
5. American School System (Most recent title: Organization and Administration of Education in American Society) (Educ. 409)	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(19)
6. Student Teaching	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(20)
7. Student Teaching Seminars	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	(21)

SECTION E: Off-Campus Field Experiences

Without a doubt you had several experiences in public elementary and secondary schools while a student at Bowling Green State University. The following questions relate to these off-campus experiences.

1. How do you feel about the adequacy of the **University** supervision when you were doing:

	5 **Excellent**	4 **Good**	3 **Average**	2 **Bel. Average**	1 **Poor**	
A. Student Teaching	[ ]	[ ]	[ ]	[ ]	[ ]	(22)
B. Other field experiences in the schools, such as Merge, MEP, Methods Observations, etc.?	[ ]	[ ]	[ ]	[ ]	[ ]	(23)

2. The above question dealt with university supervision. In the same frame of reference, how do you feel about the adequacy of the supervision given you by the classroom teacher(s) during:

A. Student Teaching	[ ]	[ ]	[ ]	[ ]	[ ]	(24)
B. Other field experiences in the schools, such as Merge, MEP, Methods Observations, etc.?	[ ]	[ ]	[ ]	[ ]	[ ]	(25)

3. How do you feel about the value of the field experiences, other than student teaching, such as Merge, MEP, Interaction, Alternatives in Education, Help-A-Child, Milton, Crim's PER, IET's 288 Field Experience, etc. in preparing you to be a teacher?

A. I can't respond because I was not involved in any of these special experiences. [ ]

B. I consider these experiences to have been:

5 Highly Valuable	4 Valuable	3 Average or So-So	2 Of Little Value	1 Of No Value	
[ ]	[ ]	[ ]	[ ]	[ ]	(26)

C. Approximately how many academic quarters were you involved in one or more of these experiences? (Do not count the student teaching quarter)

_____ quarters (27)

SECTION F: Academic and Career Advising at BGSU

	5 **Highly Positive**	4 **Positive**	3 **Average or So-So**	2 **Negative**	1 **Highly Negative**	
1. How do you feel about the quality of advising from your major area, such as the English, Math, Elementary Education areas?	[ ]	[ ]	[ ]	[ ]	[ ]	(28)
2. Advice and guidance from the Program Advisement Center located on the 3rd floor of the Education Building?	[ ]	[ ]	[ ]	[ ]	[ ]	(29)
3. Advice from individual professors you might have sought out?	[ ]	[ ]	[ ]	[ ]	[ ]	(30)
4. How do you feel in a general sense about the quality of overall **academic** advising services that were available to you throughout your years at the University?	[ ]	[ ]	[ ]	[ ]	[ ]	(31)
5. How do you feel in a general sense about the quality of overall **career** advising services that were available to you?	[ ]	[ ]	[ ]	[ ]	[ ]	(32)
6. Please rate the services of the Career and Placement Center in helping you find a teaching position:	[ ]	[ ]	[ ]	[ ]	[ ]	(33)

SECTION G: Instructional Materials at BGSU

1. Please rate the materials and services of the **Instructional Media Center** (located in the Education Building).

[ ] I did not use the center, therefore I cannot rate their service. (34)

	5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative	
A. Hours of accessibility	[ ]	[ ]	[ ]	[ ]	[ ]	(35)
B. Workshop facilities where you could prepare new instructional materials or copy existing materials	[ ]	[ ]	[ ]	[ ]	[ ]	(36)
C. Availability of materials	[ ]	[ ]	[ ]	[ ]	[ ]	(37)
D. Usage regulations	[ ]	[ ]	[ ]	[ ]	[ ]	(38)
E. Helpfulness of staff	[ ]	[ ]	[ ]	[ ]	[ ]	(39)
F. Relation to coursework	[ ]	[ ]	[ ]	[ ]	[ ]	(40)

2. Please rate the materials and services of the **Curriculum Library** (located in the Library).

[ ] I did not use the Curriculum Library, therefore I cannot rate their services. (41)

A. Hours of accessibility	[ ]	[ ]	[ ]	[ ]	[ ]	(42)
B. Workshop facilities where you could prepare new instructional materials or copy existing materials	[ ]	[ ]	[ ]	[ ]	[ ]	(43)
C. Various media, such as maps, globes, charts, pictures, films, video/audio tapes, recordings, etc.	[ ]	[ ]	[ ]	[ ]	[ ]	(44)
D. Examples of courses of study and teaching units	[ ]	[ ]	[ ]	[ ]	[ ]	(45)
E. Examples of books commonly used in the elementary and secondary schools	[ ]	[ ]	[ ]	[ ]	[ ]	(46)
F. Availability of materials	[ ]	[ ]	[ ]	[ ]	[ ]	(47)
G. Usage regulations	[ ]	[ ]	[ ]	[ ]	[ ]	(48)
H. Helpfulness of staff	[ ]	[ ]	[ ]	[ ]	[ ]	(49)
I. Relation to course work	[ ]	[ ]	[ ]	[ ]	[ ]	(50)

3. Please rate the materials and services of the **Clinical Lab** (located on the second floor of the Education Building and established during the 1978-79 academic year).

[ ] I did not use the Clinical Lab. (51)

A. Hours of accessibility	[ ]	[ ]	[ ]	[ ]	[ ]	(52)
B. Various media and materials	[ ]	[ ]	[ ]	[ ]	[ ]	(53)
C. Helpfulness of staff	[ ]	[ ]	[ ]	[ ]	[ ]	(54)
D. Availability of materials	[ ]	[ ]	[ ]	[ ]	[ ]	(55)
E. Relation to course work	[ ]	[ ]	[ ]	[ ]	[ ]	(56)

SECTION H: Your General Reactions

	5 Strongly Agree	4 Agree	3 No Comment	2 Disagree	1 Strongly Disagree	
A. Your Attitudes						
1. I love to teach.	[ ]	[ ]	[ ]	[ ]	[ ]	(57)
2. If I could plan my career again, I would choose teaching.	[ ]	[ ]	[ ]	[ ]	[ ]	(58)
3. I feel successful and competent in my present position.	[ ]	[ ]	[ ]	[ ]	[ ]	(59)
4. I really enjoy working with my students	[ ]	[ ]	[ ]	[ ]	[ ]	(60)
5. If I could earn as much money in another occupation, I would still continue to teach.	[ ]	[ ]	[ ]	[ ]	[ ]	(61)
B. Summary						
1. I was adequately prepared by BGSU as an entry level teacher.	[ ]	[ ]	[ ]	[ ]	[ ]	(62)

2. How can we better prepare teachers in your area of specialization? (If possible, give specific suggestions.)

_____

_____

_____

_____

_____

3. We plan to select at random some principals of our 1976-80 graduates and ask them to respond to questions related to the teacher education program at BGSU and to the success of its graduates. If you have any objections to our contacting your principal about our program and the comparative success of its graduates, please so state below:

_____

_____

_____

Document 6

Bowling Green State University

College of Education
Office of Research and Services
Suite 330 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

Spring, 1981

Dear Principal:

According to our records, the person listed below who is a recent graduate of Bowling Green State University was teaching under your supervision during the 1979-80 school year.

We at Bowling Green State University are very much concerned about how well our graduates are guiding pupil growth. It is for this reason that we are respectfully asking you to take a few minutes to give us your honest reaction to questions posed on the accompanying questionnaire. These questions pertain to the above teacher's effectiveness in your school situation.

For your information, we communicated with the above named teacher at an earlier date this school year. One statement made to the teacher was:

> *We plan to select at random some principals of our 1976-80 graduates and ask them to respond to questions related to the teacher education program at Bowling Green State University and to the success of its graduates. If you have any objections to our contacting your principal about our program and the comparative success of its graduates, please so state below.*

The above named teacher indicated that he/she did not object to our contacting you for the purposes of this questionnaire.

This questionnaire is being sent to a rather large sample of principals of our recent (1976-80) graduates who are teaching in the State of Ohio. After analyzing the responses and summarizing the comments, we will be in a better position than at the present time to make plans for improving our teacher education programs. We will also be able to certify to our various state, regional, and national accrediting agencies that we have collected and analyzed data on how well our graduates are performing on the job. (The agencies require us to perform these types of data collections at periodic intervals.)

Please be assured that your responses will remain anonymous. Only summary tabulations by years of experience, teaching areas, or other groupings will be presented to our faculty and to the accrediting agencies. When your responses have been coded onto computer cards, this questionnaire will be destroyed. Under no circumstances will your responses be known to the teacher or used to the teacher's betterment or detriment.

We are very appreciative of your cooperation in completing this form.

Please return the completed form via the enclosed pre-addressed postage paid envelope within 10 days to two-weeks of its receipt. Thank you.

Sincerely yours,

Fred Pigge

Fred L. Pigge, Director
Educational Research and Services

66

AN APPRAISAL OF THE PERFORMANCE OF A TEACHER PREPARED AT BOWLING GREEN STATE UNIVERSITY

NOTE: If concerned teacher is no longer under your supervision, check [ ] . and return the blank questionnaire. Thank you.

FORWARD

The questionnaire is composed of three parts. Part A attempts to gather data on the placement of the teacher. Part B asks you to rate the teacher in his/her fulfillment of several teaching competencies. and Part C tends to be summary in nature.

PART A

Placement of the Teacher

1. The concerned teacher is assigned what grade(s) or subject areas? _____ (18 20)

2. Counting this year and to the best of your knowledge. how many years of teaching experience does the teacher possess?_____years (21)

3. How would you classify your school? (22)
   1. _____urban
   2. _____suburban
   3. _____rural

PART B

Fulfillment of Selected Teacher Competencies

Presented below and on the following pages are several competencies of effective teachers. Please use the following coded descriptions to rate the concerned teacher. (Just circle the appropriate numeral.)

5 — A very accurate description of the teacher's general performance
4 — Somewhat accurate
3 — Neither accurate nor inaccurate
2 — Somewhat inaccurate
1 — Very inaccurate description of the teacher's general performance

The Teacher:	Very Accurate	Somewhat Accurate	Neither Accurate Nor Inacccurate	Somewhat Inaccurate	Very Inaccurate	
1. Gives clear directions and explanations.	5	4	3	2	1	(23)
2. Evidences fairness, tact, compassion and good judgment in dealing with pupils.	5	4	3	2	1	(24)
3. Demonstrates knowledge in the subject areas.	5	4	3	2	1	(25)
4. Gives students individual help or attention.	5	4	3	2	1	(26)
5. Provides opportunities for all ability levels of pupils to respond and participate.	5	4	3	2	1	(27)
6. Demonstrates enthusiasm for teaching and learning and for the subject being taught at the time.	5	4	3	2	1	(28)
7. Maintains an educational environment conducive to developing positive attitudes toward learning.	5	4	3	2	1	(29)
8. Uses effectively a variety of verbal and non-verbal classroom communication techniques.	5	4	3	2	1	(30)

	Very Accurate	Somewhat Accurate	Neither Accurate Nor Inacccurate	Somewhat Inaccurate	Very Inaccurate	
9. Maintains a social classroom atmosphere which reflects enthusiasm, warmth, support, and respect.	5	4	3	2	1	(31)
10. Maintains self-control in classroom situations with pupils.	5	4	3	2	1	(32)
11. Controls disruptive or deviant pupil behavior objectively.	5	4	3	2	1	(33)
12. Selects goals and objectives appropriate to pupil needs.	5	4	3	2	1	(34)
13. Prepares lessons that are well organized and cohesive.	5	4	3	2	1	(35)
14. Promotes self-awareness and positive self-image in pupils.	5	4	3	2	1	(36)
15. Modifies instruction appropriate to identified learner needs.	5	4	3	2	1	(37)
16. Accepts responsibility.	5	4	3	2	1	(38)
17. Encourages students to take responsibility for their own work.	5	4	3	2	1	(39)
18. Uses acceptable written and oral expression with learners.	5	4	3	2	1	(40)
19. Demonstrates ability to work with individuals, small groups, and large groups.	5	4	3	2	1	(41)
20. Identifies and evaluates learning problems of students in content area being taught.	5	4	3	2	1	(42)
21. Uses positive reinforcement patterns with students.	5	4	3	2	1	(43)
22. Employs a variety of appropriate instructional strategies and techniques to achieve objectives.	5	4	3	2	1	(44)
23. Has realistic expectations for student learning.	5	4	3	2	1	(45)
24. Selects, prepares, and effectively utilizes educational media.	5	4	3	2	1	(46)
25. Maintains a challenging level of instruction.	5	4	3	2	1	(47)
26. Uses skillful questions that lead pupils to analyze, synthesize and think critically.	5	4	3	2	1	(48)
27. Uses valid criteria and procedures for determining pupil achievement of learning objectives.	5	4	3	2	1	(49)
28. Expresses humor when appropriate.	5	4	3	2	1	(50)
29. Motivates students to ask questions.	5	4	3	2	1	(51)
30. Expresses a positive personal attitude toward the teaching profession.	5	4	3	2	1	(52)
31. Teaches reading in his/her grade or subject area.	5	4	3	2	1	(53)
32. Requests appropriate professional assistance when needed.	5	4	3	2	1	(54)
33. Uses more than one method in a single presentation to achieve instructional objectives.	5	4	3	2	1	(55)
34. Determines student readiness for learning.	5	4	3	2	1	(56)
35. Uses information about the effectiveness of his/her instructional program to revise it.	5	4	3	2	1	(57)
36. Follows the policies and procedures of the school district.	5	4	3	2	1	(58)
37. Conveys the impression of knowing what to do and how to do it.	5	4	3	2	1	(59)

	Very Accurate	Somewhat Accurate	Neither Accurate Nor Inacccurate	Somewhat Inaccurate	Very Inaccurate	
38. Provides accurate and prompt feedback to learners about their performance.	5	4	3	2	1	(60)
39. Diagnoses student progress or difficulties and prescribes appropriate instruction and materials.	5	4	3	2	1	(61)
40. Has good working relationship with and is respected by his/her teaching colleagues.	5	4	3	2	1	(62)
41. Works cooperatively and effectively with other teachers, specialists, administrators, students, and parents, regardless of their value system, race, religion, age, sex, socioeconomic status, etc.	5	4	3	2	1	(63)
42. Adequately guides the handicap pupils who have been (or may be) "mainstreamed" into her/his classroom	5	4	3	2	1	(64)

PART C

General Summary

1. Considering total effectiveness in guiding pupil growth, I believe this teacher, when compared to other teachers with similar experience, is: (65)

   _____5. Excellent, very adequate, way above average, etc.
   _____4. Above average, good, etc.
   _____3. Average, adequate, etc.
   _____2. Somewhat below average, etc.
   _____1. Poor, inadequate, way below average, etc.

2. Do you have suggestions as to how we can better prepare teachers? If so, please describe them in this space or attach a separate page.

3. Special comments: (For example, visible strengths and/or weaknesses of teacher education preparation at Bowling Green State University.)

Please return completed questionnaire within 10 day to two weeks of its receipt in the enclosed self-addressed postage paid envelope.

Document 7
Table B18P

Teachers'
page 3, #18, Proficiency Column

Item: 18. Adequately challenge your gifted/talented students.

PROFICIENCY	N	Responses 1 f	1 %	2 f	2 %	3 f	3 %	4 f	4 %	5 f	5 %	Mean
1. Art	29	2	7	0	0	11	38	12	41	4	14	3.55
2. Business	34	2	6	13	38	13	38	6	18	0	0	2.68
3. Distributive Ed	9	1	11	0	0	4	44	4	44	0	0	3.22
4. Elementary Education	128	1	1	22	17	55	43	34	27	16	13	3.33
5. English	21	1	5	3	14	13	62	3	14	1	5	3.00
6. Foreign Language	14	1	7	4	29	5	36	2	14	2	14	3.00
7. HPER	56	2	4	7	13	27	48	15	27	5	9	3.25
8. Home Economics	43	3	7	9	21	21	49	9	21	1	2	2.91
9. Industrial Education	19	1	5	1	5	9	47	6	32	2	11	3.37
10. LEM	15	1	7	1	7	6	40	6	40	1	7	3.33
11. Math, Comp Science	27	1	4	2	7	14	52	9	33	1	4	3.26
12. Music	48	1	2	8	17	11	23	21	44	7	15	3.52
13. Psychology	4	0	0	2	50	1	25	1	25	0	0	2.75
14. Science	19	2	11	4	22	5	26	8	42	0	0	3.00
15. Social Science	30	1	3	10	33	12	40	5	17	2	7	2.90
16. Special Educ	115	11	10	20	17	54	47	26	23	4	4	2.93
17. Speech	11	0	0	4	36	4	36	1	9	2	18	3.09
18. Speech & Hearing	32	4	13	8	25	15	47	5	16	0	0	2.66
TOTAL	654	35	5	118	18	280	43	173	27	48	7	3.12

Table B18N

Teachers' page 3, # 18, Need Column

Item: 18. Adequately challenge your gifted/talented students.

78.

NEED	N	Responses 1 f	1 %	2 f	2 %	3 f	3 %	4 f	4 %	5 f	5 %	Mean
1. Art	29	0	0	0	0	2	7	8	28	19	66	4.59
2. Business	34	0	0	4	12	8	24	11	32	11	32	3.85
3. Distributive Ed	9	0	0	1	11	3	33	2	22	3	33	3.78
4. Elementary Education	125	3	2	6	5	18	14	52	42	46	37	4.06
5. English	22	0	0	1	5	6	27	7	32	8	36	4.00
6. Foreign Language	15	1	7	1	7	1	7	5	33	7	47	4.07
7. HPER	57	3	5	2	4	11	19	18	32	23	40	3.98
8. Home Economics	44	0	0	2	5	10	23	16	36	16	36	4.05
9. Industrial Education	19	1	5	0	0	2	11	10	53	6	32	4.05
10. LEM	15	0	0	0	0	2	13	4	27	9	60	4.47
11. Math, Comp Science	27	0	0	0	0	4	15	14	52	9	33	4.19
12. Music	48	0	0	4	8	4	8	14	29	26	54	4.29
13. Psychology	4	0	0	0	0	1	25	3	75	0	0	3.75
14. Science	19	2	11	1	5	2	11	7	37	7	37	3.84
15. Social Science	30	0	0	4	33	7	23	14	47	5	17	3.67
16. Special Educ	125	8	6	11	9	27	22	38	30	41	33	3.74
17. Speech	11	1	9	1	9	1	9	4	36	4	36	3.82
18. Speech & Hearing	32	9	28	6	19	8	25	4	13	5	16	2.69
TOTAL	665	28	4	44	7	117	18	231	35	245	37	3.93

Graph B18 Plot 3 pages 78 & 79

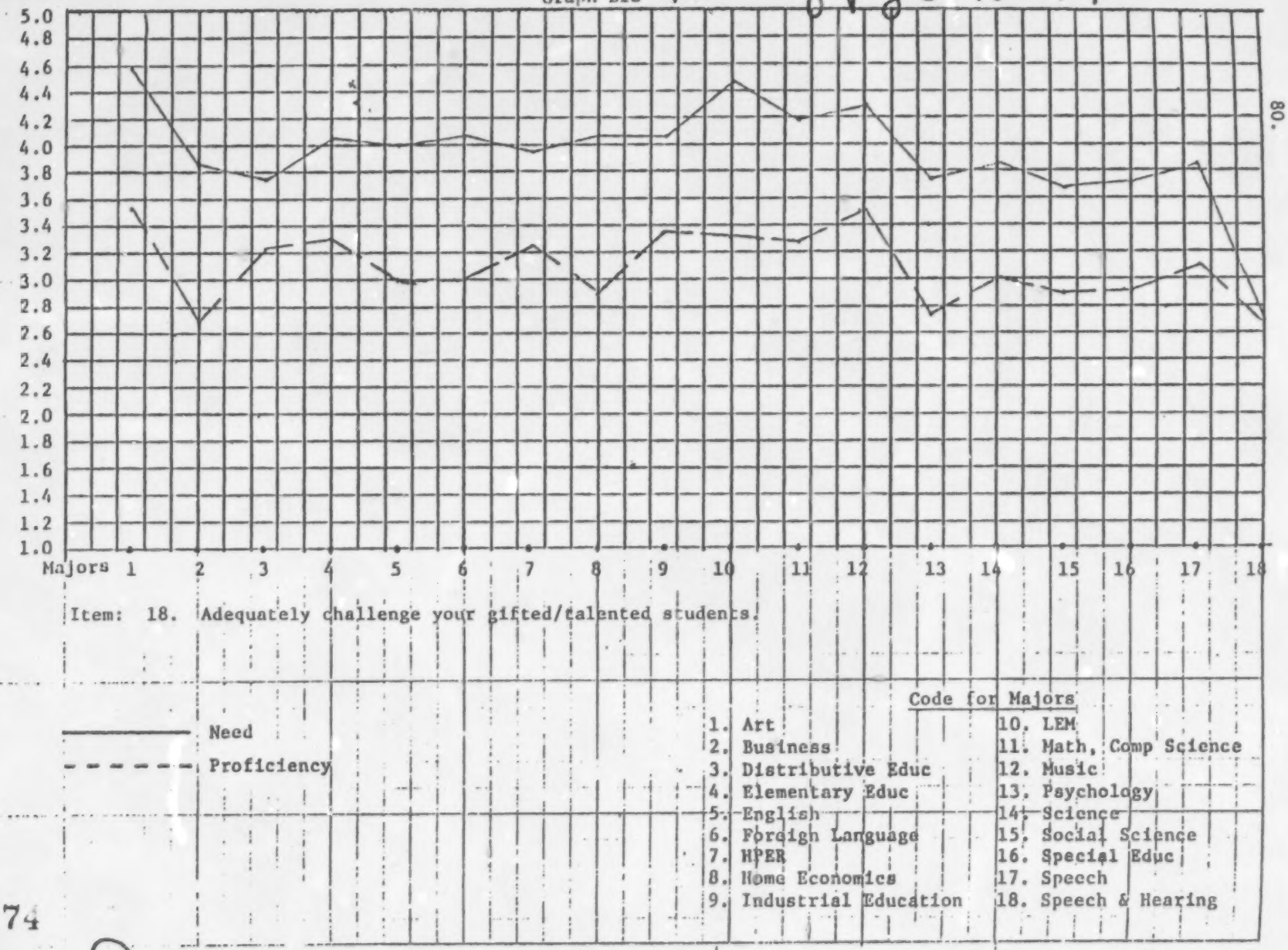
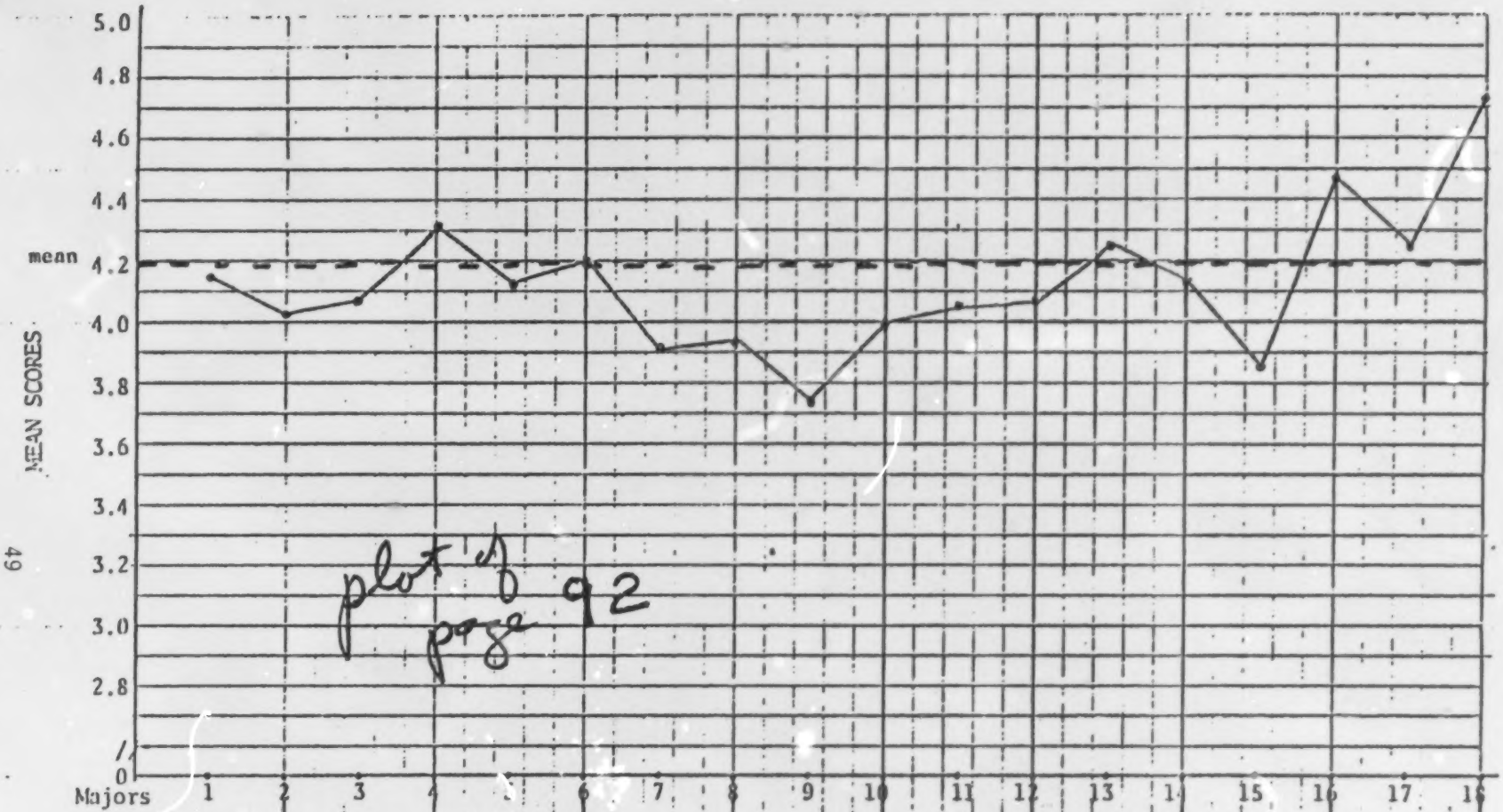


Table 44 Principals' page 4 #39

Item: 39. Diagnoses student progress or difficulties and prescribes appropriate instruction and materials.

	N	Responses 1 f	1 %	2 f	2 %	3 f	3 %	4 f	4 %	5 f	5 %	Mean
1. Art	40	0	0	0	0	8	20	18	45	14	35	4.15
2. Business	43	0	0	0	0	10	23	22	51	11	26	4.02
3. Distributive Ed	15	0	0	1	7	1	7	9	60	4	27	4.07
4. Elementary Education	159	0	0	2	1	17	11	70	44	70	44	4.31
5. English	39	1	3	2	5	3	8	18	46	15	39	4.13
6. Foreign Language	15	0	0	2	13	1	7	4	27	8	53	4.20
7. HPER	82	1	1	4	5	16	20	41	50	20	24	3.91
8. Home Economics	48	0	0	2	4	9	19	27	56	10	21	3.94
9. Industrial Education	24	0	0	0	0	8	33	14	58	2	8	3.75
10. LEM	12	0	0	0	0	2	17	8	67	2	17	4.00
11. Math, Comp Science	33	0	0	1	3	6	18	16	49	10	30	4.06
12. Music	73	1	1	5	7	10	14	29	40	28	38	4.07
13. Psychology	4	0	0	0	0	1	25	1	25	2	50	4.25
14. Science	36	0	0	1	3	4	11	20	56	11	31	4.14
15. Social Science	39	0	0	1	3	12	31	17	44	9	23	3.87
16. Special Educ	176	2	1	3	2	13	7	48	27	110	63	4.48
17. Speech	12	0	0	1	8	0	0	6	50	5	42	4.25
18. Speech & Hearing	43	0	0	1	2	2	5	5	12	35	81	4.72
TOTAL	893	5	1	26	3	123	14	373	42	366	41	4.20

χ^2 = 159.32 p= 0.00 C= .39



Item 39. Diagnoses student progress or difficulties and prescribes appropriate instruction and materials.

CODE FOR MAJORS

1.	Art	5.	English	9.	Industrial Ed	13.	Psychology	17.	Speech
2.	Business	6.	Foreign Lang	10.	LEM	14.	Science	18.	Speech & Hearing
3.	Distributive Ed	7.	HPER	11.	Math, Comp Sci	15.	Social Science		
4.	Elementary Ed	8.	Home Ec	12.	Music	16.	Special Ed		

Document 8

GRADUATES OF ADVANCED PROGRAMS
SEMESTER FOLLOW-UP
College of Education
Bowling Green State University

I. Name _____
First (11-20) Last (21-35)

Present Address _____ (36-55)

City _____ (56-70) State _____ (71-75) Zip _____ (76-80)

SS# _____ (2-10)

Name and address of person who should always know your current address, such as parent, etc.

II. Name _____
First (11-35) Last (21-35)

Street _____ (36-55)

City _____ (56-70) State _____ (71-75) Zip _____ (76-80)

Please circle and/or fill in the requested data:

Degree Most Recently Received? When: Month Year

(11) 1. M.Ed. (12) 1. Dec. (13-14) ____
2. M.S. 2. May
3. M. of Rehab. Counseling 3. August
4. Ed.S.
5. Ph.D.

Major?

(15, 16) MASTERS

01. Business Education
02. Career and Technology Ed.
03. Ed. Supervision and Adm.
04. Educational Media
05. Elementary Education
06. Guidance and Counseling
07. HPE
08. Reading
09. School Psychology
10. Secondary Ed. for Graduates
11. Special Education
12. Rehab. Counseling

SPECIALISTS

13. Ed. Administration
14. Reading
Ph.D.
15. Educational Administration

(17) Were you a graduate assistant or a teaching doctoral fellow during most of your degree work?

1. Yes_____ 2. No_____

(18) Describe new certification, if any, resulting from the advanced degree.

Title of Certification _____

(19) When did you take the first course toward the above degree program?

Fall_____ Winter/Spring_____ Summer_____

Year _____ (20-21)

(22) How many years were you enrolled in above degree program (how long did it take you to finish the program?)

Please check: _____1 year; _____2 years;
_____3 years; _____4 years; _____5 years;
_____6 years; _____more than 6 years.

(23) When you first enrolled in the advanced program, were you working full-time?

1. Yes_____ 2. No_____

(24) If so, what was your title? (Examples: math teacher, principal, bank clerk, etc.)

Title_____

Firm or School _____

City and State _____

(25) Upon completion of your advanced degree, what was your work position title and location of your employment?

Position _____ Title

Firm or School _____

City and State _____

(26) Do you expect your work position title for the forthcoming academic year to be the same as for the present year?

1. Yes_____ 2. No_____

If different: Position _____ Title

Firm or School _____

City and State _____

(NC) Please give name, title, and address of your present immediate supervisor (for example, your principal and not your superintendent if you are a teacher; if you are a principal perhaps you should report either an assistant superintendent or the superintendent, etc.)

Immediate Supervisor's Name _____

Supervisor's Title _____

Firm or school _____

Street or Building Address _____

City, State and Zip_____

_____

(27) At the start of your advanced program, did you expect a change in job titles because of your earning an advanced degree or certification?

1. Yes_____ 2. No_____

(28) If yes:

1. Immediately_____ 2. In 1 or 2 years_____
3. Within say 5 years _____4. Perhaps Sometime _____

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This page of the questionnaire will be detached to insure your privacy.

(29) My feelings (evaluation) of the graduate program I completed at BGSU are: (Please circle one):

1. Very Positive 2. Positive 3. Average 4. Negative 5. Very Negative

(30) Please list the three strongest points or areas of your major program.

1.

2.

3.

(31) Please list three suggestions for improvement of your major program.

1.

2.

3.

(32) What were some of the strengths you encountered within the other parts of your graduate program? Do not include your major field of study. Do include, however, other courses, registration, testing, publicity, fee payments, graduate college, thesis, etc.

1.

2.

3.

(33) What were some problems you encountered within the other parts of your graduate program, such as other courses, registration, testing, publicity, fee payments, graduate college, thesis, etc.

1.

2.

3.

(34) Do you have any suggestions to help solve these problems?

1.

2.

3.

(over)

(35) Why did you decide to work toward an advanced degree? (Please rank as many responses as you desire — "1" to indicate the primary reason, "2" to indicate the second reason, etc.).

_____1. To improve my teaching effectiveness. (35)
_____1a. To improve my counseling effectiveness. (36)
_____2. To increase my salary. (37)
_____3. I desired more knowledge. (38)
_____4. To obtain a permanent teaching certificate. (39)
_____4a. To obtain certification in Rehabilitation. (40)
_____5. To obtain tenure. (41)
_____5a. To maintain my present position. (42)
_____6. To obtain certificate for another position. (43)
_____6a. To qualify for another position. (44)
_____7. For enhanced prestige and status. (45)
_____8. Other_____.(46)

(36) If you were a masters' student, which did you elect:

_____Thesis; _____Non-Thesis (47)
(1) (2)

(37) Which were you?_____ part-time student; _____full-time student (48)
(1) (2)

(38) Approximately what percent of your program was completed off-campus? (49)

_____1. No off-campus courses (0%)

_____2. One to 3 off-campus courses (8% to 25%)

_____3. Four to 6 off-campus courses (25% to 50%)

_____4. Seven to 10 off-campus courses (50% to 75%)

_____5. More than 75% off-campus

(39) I believe I am a better teacher/counselor because of my advanced degree. (50)
(Circle your response)

5	4	3	2	1
Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

(40) Why did you choose BGSU for your advanced degree? (51)

Please return questionnaire in enclosed envelope to:

Office of Educational Research & Services
College of Education, Room 330, Educ. Bldg.
Bowling Green State University
Bowling Green, Ohio 43403

Document 9

Bowling Green State University

College of Education
Office of Research and Services
Suite 330 Education Building
Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

Spring, 1981

To: Graduates of the BGSU College of Education Master's, Specialist's, and Ph.D. Programs - for the years 1976-80

Dear Advanced Graduate:

We are requesting your help in evaluating the degree program which you recently completed.

There are two major reasons why the College of Education is interested in your evaluation comments:

1. A desire to make revisions and improvements in program areas and functions where you indicate weaknesses exist, and
2. The National Council for the Accreditation of Teacher Education (NCATE), the national organization that accredits the College of Education and its degree programs, has recommended that all degree granting institutions survey their advanced graduates after they enter the professional roles for which they were prepared. Also NCATE demands data from the degree granting institutions related to the effectiveness of their graduates in performing their job responsibilities. In other words, in order for us to offer accredited programs, we must be able to demonstrate that we have performed follow-up evaluative studies of our graduates.

The attached questionnaire is being sent to the 1976-80 graduates of the 14 advanced programs offered by the College of Education. The questionnaire consists of 4 parts. Part A is asking for general information (name, degree, certification, etc.), Part B asks for your perceived growth and need for several competency areas related to your specific major, Part C asks for your evaluative perceptions related to other non-major courses/experiences and Part D asks for miscellaneous observations and a general summary.

In conclusion, we are respectfully asking that you take a few minutes within the next 10 days to two weeks to complete the questionnaire and then send it back to us in the enclosed postage free envelope. Remember, you will help us improve our programs and, additionally, help others by assuring that your institution and degree program remain accredited.

Please be assured that your responses will remain anonymous. Only summary tabulations by majors or other groupings will be presented to our faculty and to the accrediting agency. When your responses have been coded onto computer cards, this questionnaire will be destroyed. Under no circumstances will your individual responses or suggestions be known to any of our faculty or used unprofessionally.

We appreciate your consideration of this request. Thank you.

Sincerely yours,

Fred L. Pigge
Director, Educational Research
and Services

Foreword

This questionnaire is being sent to the recent graduates of the 14 advanced education programs offered at Bowling Green State University. The questionnaire has 4 parts: (A) General Information (same on all 14 sets of questionnaires) (B) Evaluative Input Regarding the Objectives of Your Specific Major (14 different sets of objectives; the elementary education graduate will receive a different "Part B" than will a school administrative/supervision graduate) (C) Evaluative Input Regarding "Non-Major" Courses and/or Experiences in Your Advanced Program (same on all 14 sets of questionnaires) and (D) Miscellaneous Observations and Summary (same on all 14 sets of questionnaires).

PART A -- GENERAL INFORMATION

Name _____ Social Security No. _____

Home Address _____
(street)

_____ _____ _____
(city) (state) (zip code)

Occupation (or title) _____

Where? _____

_____
(address)

_____
(city) (state) (zip code)

1. What advanced degree and major did you recently earn at BGSU?

   1. M.Ed. in _____
   2. M.S. in _____
   3. Ed. Specialist in _____
   4. Ph.D. in Educational Administration/Supervision _____

2. In what year was the degree awarded? _____
3. Did your advanced studies qualify you for some type of a "new" professional certificate -- a certificate that if used would cause a change in your job title?

   ____ 1. Yes ____ 2. No

4. If yes to #3, describe the new certificate for which you were qualified (e.g., superintendency, elementary principal, school psychologist, reading supervisor, etc.)

   _____

5. If yes to #3, are you at the present time holding a position that requires this certificate?

   ____ 1. Yes ____ 2. No

6. Are you more or less employed in the same type of position as you were prior to the start of your advanced program?

   ____ 1. Yes ____ 2. No

7. If No to #6, did the advanced degree have a bearing on your being employed in the new position?

   ____ 1. Yes ____ 2. No

8. If Yes to #7, how did the advanced degree help you change positions?

   _____

   _____

9. Why did you decide to work toward an advanced degree? (Please rank as many responses as you desire -- "1" to indicate the primary reason, "2" to indicate the second reason, etc.).

   _____ a. To improve my teaching effectiveness.
   _____ b. To increase my salary.
   _____ c. To increase/broaden my knowledge.
   _____ d. To obtain a permanent teaching certificate.
   _____ e. To obtain tenure.
   _____ f. To obtain certificate for another position.
   _____ g. For enhanced prestige and status.
   _____ h. Other _____

PART C
Evaluative Input Regarding "Non-Major" Courses and/or Experiences in Your Advanced Program

Most advanced degree programs provide for the acquisition of competencies other than those directly related to the specific major. Most of these other competencies, regardless of the higher degree granting institution, are characterized as being related to:

1. Study of research methods and findings
2. Multicultural education
3. Humanistic studies
4. Behavioral studies

The content exposures to multicultural education, humanistic, and behavioral studies take a multitude of different forms at Bowling Green State University. Some programs may require specific courses while other programs may, for example, choose to integrate these areas into established courses/seminars/field experiences within the content of the specialty or approach these areas via directed readings.

The graduates of all 14 of our advanced teacher-education programs are asked to complete this section of the questionnaire. Please indicate your perceived proficiency (prior to and also at the conclusion of our advanced program) for the listed competency areas. We are more concerned about your perceived growth (if any) in these areas than in how these competencies might have been developed.

Proficiency Prior to Start of Your Degree Program 1 = not proficient 2 = limited proficiency 3 = adequate proficiency 4 = more than adequate 5 = extensive proficiency		Proficiency at the End of Your Degree Program 1 = not proficient 2 = limited proficiency 3 = adequate proficiency 4 = more than adequate 5 = extensive proficiency	Do you feel this is a needed objective for the typical student completing your degree program? NO! no ? yes YES!
1 2 3 4 5	(Circle your perceived rating)	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	1. Ability to understand the research literature in your specialty area.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	2. Ability to explain and use common descriptive statistical concepts, such as mean, standard deviation, variance, correlation coefficient, etc.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	3. Ability to explain the findings from and use common techniques of statistical inference, such as confidence intervals, z or t-ratios, etc.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	4. Knowledge of literature search tools and ability to use them in locating literature related to a research problem.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	5. Ability to evaluate critically the problems, designs, procedures, and results of research done by others.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	6. Ability to design and conduct a research study that is likely to produce unequivocal findings.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	7. Ability to function in differential cultural settings.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	8. Ability to develop appropriate professional education strategies within the dynamics of diverse cultures.	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	9. Ability to work effectively with other teachers, specialists, administrators students, parents and lay people, regardless of their value systems, race, age, sex, religion, socioeconomic status, etc.	1 2 3 4 5	1 2 3 4 5
	10. Ability to understand the effects that the following have had on the nature and aims of education, the curriculums, the organization and administration of a school system and the process of teaching and learning.		
1 2 3 4 5	A. Historical development of education	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	B. Philosophical issues and beliefs	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	C. Findings and methods in psychology, especially educational psychology	1 2 3 4 5	1 2 3 4 5
1 2 3 4 5	D. Findings and methods in areas such as sociology, anthropology, economics and political science.	1 2 3 4 5	1 2 3 4 5

PART D

Miscellaneous Observations and Summary

(Circle your rating)	5 Highly Positive	4 Positive	3 Average or So-So	2 Negative	1 Highly Negative
1. How do you feel about the quality of academic advising you received while a graduate student at B.G.S.U.?	5	4	3	2	1
2. Please rate the services of the Career and Placement Center in helping you find a job. (If you did not use the Center, place check here ( )	5	4	3	2	1
3. Please rate the materials and services of the library:					
a. Hours of accessibility	5	4	3	2	1
b. Holdings of the library for your area	5	4	3	2	1
c. Availability of materials	5	4	3	2	1
d. Usage regulations	5	4	3	2	1
e. Helpfulness of staff	5	4	3	2	1
4. Please rate the service offices of the University:					
a. Registrar (getting enrolled in courses, receiving grades, etc.)	5	4	3	2	1
b. Bursar (fee payments, etc.)	5	4	3	2	1
c. Graduate College (McFall Center)	5	4	3	2	1
d. Departmental Graduate Advisor or Office	5	4	3	2	1
5. Were you required to complete a field experience or internship while a graduate student? ___1. yes ___2. no If yes, please rate the overall effect that this experience had on the breadth, depth and general worthwhileness of your advanced degree.	5	4	3	2	1
6. If "yes" to 5, please rate the quality of advising and/or tutelage you received from:					
a. The University	5	4	3	2	1
b. The people at the field site	5	4	3	2	1
7. In summary, please indicate your general evaluative reactions to:					
a. the graduate professors at BGSU	5	4	3	2	1
b. your graduate curriculum	5	4	3	2	1
c. the total graduate experience	5	4	3	2	1
8. I am a better teacher/leader because of the advanced program I recently completed. (Circle your response)	Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

9. In your advanced program, were you able to select a few experiences or courses of your own choosing? ____ yes; ____ no

10. On an attached page, please tell us how we can better prepare graduates in your major area. If possible give specific instructions.

11. Please feel free to expand on any of your previous ratings by using an attached page.

12. Please list immediate supervisor's name and work address. If you are a superintendent of schools or other top administrator, please list President of Board or some similar person.

Name	Building & Street		
Title	City	State	Zip Code

We plan to select a sample of these supervisors and ask them to respond to questions about the Bowling Green State University curriculum and the comparative effectiveness of its graduates. Do we have your permission to include your supervisor in the pool of supervisors from which we will select a random sample? ____ Yes; ____ No

3 1 2 3 4 4 5 1 6 3 7 8 0 9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: GUIDANCE AND COUNSELING

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area **prior to** the start of the advanced program and also **at the end** of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the **Need** section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have **need** for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes; ____ No

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program	**Selected Competency Areas or Objectives of Your Program**	**Proficiency in the Competency Area at the End of Your Advanced Program**	**Regardless of your answer above, denote your need for each objective or competency in your present employment**	
5 = extensive proficiency; 4 = more than adequate; 3 = adequate proficiency; 2 = limited proficiency; 1 = not proficient		1 = not proficient; 2 = limited proficiency; 3 = adequate proficiency; 4 = more than adequate; 5 = extensive proficiency	1 = not needed; 2 = little need; 3 = some need; 4 = moderate need; 5 = extensive need	
5 4 3 2 1	1. Awareness of your personal system of beliefs, values, and attitudes and how they affect your interpersonal relationships with others.	1 2 3 4 5	1 2 3 4 5	(11)-(13)
5 4 3 2 1	2. Congruent and genuine behavior wherein you consistently present yourself honestly to yourself and others.	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	3. Ability to maintain an appropriate objectivity when involved with others.	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	4. Knowledge of the major counseling theories and how they relate to the behavior of individuals and groups.	1 2 3 4 5	1 2 3 4 5	(20)-(22)
5 4 3 2 1	5. Ability to identify, describe, and use specific counseling behaviors which are helpful to clients in problem solving.	1 2 3 4 5	1 2 3 4 5	(23)-(25)
5 4 3 2 1	6. Understanding of the leader and group member behaviors that facilitate learning and growth in counseling groups.	1 2 3 4 5	1 2 3 4 5	(26)-(28)
5 4 3 2 1	7. Ability to develop and implement an organized group counseling program.	1 2 3 4 5	1 2 3 4 5	(29)-(31)
5 4 3 2 1	8. Understanding and acceptance of the ethical standards of the profession and how they relate to counseling relationship and practices.	1 2 3 4 5	1 2 3 4 5	(32)-(34)
5 4 3 2 1	9. Knowledge of major theories of career development and how they relate to career development procedures.	1 2 3 4 5	1 2 3 4 5	(35)-(37)
5 4 3 2 1	10. Understanding of the career decision-making process and the ability to use it with clients.	1 2 3 4 5	1 2 3 4 5	(38)-(40)
5 4 3 2 1	11. Knowledge of materials, assessment tools, and sources of information useful in career guidance.	1 2 3 4 5	1 2 3 4 5	(41)-(43)
5 4 3 2 1	12. Ability to design and implement a career development program in a school or agency.	1 2 3 4 5	1 2 3 4 5	(44)-(46)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program 5 = extensive proficiency; 4 = more than adequate; 3 = adequate proficiency; 2 = limited proficiency; 1 = not proficient	Selected Competency Areas or Objectives of Your Program	Proficiency in the Competency Area at the End of Your Advanced Program 1 = not proficient; 2 = limited proficiency; 3 = adequate proficiency; 4 = more than adequate; 5 = extensive proficiency	Denote your need for each objective or competency in your present employment 1 = not needed; 2 = little need; 3 = some need; 4 = moderate need; 5 = extensive need	
5 4 3 2 1	13. Knowledge of consultation models and procedures.	1 2 3 4 5	1 2 3 4 5	(47)-(49)
5 4 3 2 1	14. Ability to initiate and maintain a consulting relationship with a teacher, a parent, or another professional.	1 2 3 4 5	1 2 3 4 5	(50)-(52)
5 4 3 2 1	15. Ability to design and implement an organized consultation program with a group of teachers or parents.	1 2 3 4 5	1 2 3 4 5	(53)-(55)
5 4 3 2 1	16. Knowledge of the physical, mental, and emotional characteristics of the age group with whom you work.	1 2 3 4 5	1 2 3 4 5	(56)-(58)
5 4 3 2 1	17. Ability to select, administer, and score a variety of group tests and other appraisal instruments.	1 2 3 4 5	1 2 3 4 5	(59)-(61)
5 4 3 2 1	18. Ability to interpret and synthesize data from group and individual tests and nontest scores.	1 2 3 4 5	1 2 3 4 5	(62)-(64)
5 4 3 2 1	19. Ability to communicate to clients and appropriate others the results and implications of data from test and nontest scores.	1 2 3 4 5	1 2 3 4 5	(65)-(67)
5 4 3 2 1	20. Ability to describe the philosophy, objectives, and services of a comprehensive guidance program.	1 2 3 4 5	1 2 3 4 5	(68)-(70)
5 4 3 2 1	21. Ability to recognize when clients need to be referred to other professionals.	1 2 3 4 5	1 2 3 4 5	(71)-(73)
5 4 3 2 1	22. Knowledge of school and community referral sources and their services.	1 2 3 4 5	1 2 3 4 5	(74)-(76)
5 4 3 2 1	23. Ability to identify strengths and weaknesses in a guidance program based on research data and to suggest appropriate action for improvement where needed.	1 2 3 4 5	1 2 3 4 5	(77)-(79)

Please feel free to use this space for your responses to items 10 and 11 in Part D.

PART B

3 4 1 8 5 5
1 2 3 4 5 6 7 8 9

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: OBJECTIVES FOR SPECIAL EDUCATION

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area **prior to** the start of the advanced program and also **at the end** of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the **Need** section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may use or have **need** for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes; ____ No (10)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program	Selected Competency Areas or Objectives of Your Program	Proficiency in the Competency Area at the End of Your Advanced Program	Regardless of your answer above, denote your need for each objective or competency in your present employment	
5 extensive proficiency 4 more than adequate 3 adequate proficiency 2 limited proficiency 1 not proficient	Your ability to:	1 not proficient 2 limited proficiency 3 adequate proficiency 4 more than adequate 5 extensive proficiency	1 not needed 2 little need 3 some need 4 moderate need 5 extensive need	
5 4 3 2 1	1. Select, administer, and interpret informal and formal diagnostic and assessment tools in order to plan an appropriate educational program for the special education student.	1 2 3 4 5	1 2 3 4 5	(11-13)
5 4 3 2 1	2. Write an IEP based on assessment information collected by a multidisciplinary team.	1 2 3 4 5	1 2 3 4 5	(14-16)
5 4 3 2 1	3. Evaluate the impact of instruction on student behavior.	1 2 3 4 5	1 2 3 4 5	(17-19)
5 4 3 2 1	4. Utilize appropriate interpersonal communication skills for facilitating interaction with other professionals and with parents.	1 2 3 4 5	1 2 3 4 5	(20-22)
5 4 3 2 1	5. Effectively employ the diagnostic prescriptive teaching model to effectively teach the special education student.	1 2 3 4 5	1 2 3 4 5	(23-25)
5 4 3 2 1	6. Organize appropriate instructional programs in alternative classroom environments such as the resource room, self-contained unit, and the regular classroom or a combination thereof in order to respond to each student's needs.	1 2 3 4 5	1 2 3 4 5	(26-28)
5 4 3 2 1	7. Design and implement appropriate social and behavioral programming based on different theoretical models such as in order to meet the special student's needs.	1 2 3 4 5	1 2 3 4 5	(29-31)
5 4 3 2 1	8. Identify the mandate of PL 94-142 and house Bill 455, Section 504, of the Vocational Rehabilitation Act and select or create strategies for their implementation in the local educational agency.	1 2 3 4 5	1 2 3 4 5	(32-34)

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program (5 = extensive proficiency; 4 = more than adequate; 3 = adequate proficiency; 2 = limited proficiency; 1 = not proficient)	Selected Competency Areas or Objectives of Your Program — Your ability to:	Proficiency in the Competency Area at the End of Your Advanced Program (1 = not proficient; 2 = limited proficiency; 3 = adequate proficiency; 4 = more than adequate; 5 = extensive proficiency)	Denote your need for each objective or competency in your present employment (1 = not needed; 2 = little need; 3 = some need; 4 = moderate need; 5 = extensive need)	
5 4 3 2 1	9. Recognize the need for continued professional growth and identify opportunities which promote professional growth.	1 2 3 4 5	1 2 3 4 5	(35-37)
5 4 3 2 1	10. Demonstrate appropriate ethical behavior related to all facets of the teaching profession.	1 2 3 4 5	1 2 3 4 5	(38-40)
5 4 3 2 1	11. Identify current issues related to the discipline of special education.	1 2 3 4 5	1 2 3 4 5	(41-43)
5 4 3 2 1	12. Demonstrate the knowledge, skills, and experiences you received from you practicum experience.	1 2 3 4 5	1 2 3 4 5	(44-46)
5 4 3 2 1	13. Design research studies and evaluate research reported in professional journals.	1 2 3 4 5	1 2 3 4 5	(47-49)
5 4 3 2 1	14. Select and implement an appropriate curriculum from various theoretical models.	1 2 3 4 5	1 2 3 4 5	(50-52)

Please feel free to use this space for your responses to items 10 and 11 in Part D.

3 4 1 2 7 0
1 2 3 4 5 6 7 8 9

PART B

Evaluative Input Regarding Selected Objectives of Your Specific Major
Major: ELEMENTARY EDUCATION

Instructions: The objectives listed in this section were developed by faculty in the area of your major. For each objective or competency, we want you to give us perceptions of your proficiency in the area **prior to** the start of the advanced program and also **at the end** of your program. We also desire you to rate the need or usefulness of each competency area in coping with your normal work load. We realize that many of you may not be assigned to the area of your advanced major (e.g. EDAS and Guidance & Counseling majors may be teaching rather than working in administration or in guidance). For this reason, we are asking you to denote in the **Need** section (far right) whether you are presently employed in the area of your advanced degree. We are predicting that many of the objectives of advanced programs have positive carry-over effects into other areas. In other words and for a specific example, the guidance and counseling major who is a classroom teacher may **use** or have **need** for many of the guidance and counseling competency areas even though he/she is not labeled as a guidance counselor.

Please circle the numerals which denote your perceptions

Need (Usefulness) of the Competency
Are you presently working in the area of your advanced degree? ____ Yes: ____ No

Proficiency in the Competency Area *Prior* to the Start of Your Advanced Program (5 = extensive proficiency; 4 = more than adequate; 3 = adequate proficiency; 2 = limited proficiency; 1 = not proficient)	Selected Competency Areas or Objectives of Your Program — Your ability to:	Proficiency in the Competency Area at the End of Your Advanced Program (1 = not proficient; 2 = limited proficiency; 3 = adequate proficiency; 4 = more than adequate; 5 = extensive proficiency)	Regardless of your answer above, denote your need for each objective or competency in your present employment (1 = not needed; 2 = little need; 3 = some need; 4 = moderate need; 5 = extensive need)	
5 4 3 2 1	1. Utilize foundations of American education through analyzing and synthesizing ideas from one of the following areas: (1) traditional and modern philosophies of education; (2) historical development of education; or (3) comparative educational systems.	1 2 3 4 5	1 2 3 4 5	(11)-(13)
	2. Utilize the following concepts related to the design and development of curriculum in planning elementary school programs:			
5 4 3 2 1	(a) Scope	1 2 3 4 5	1 2 3 4 5	(14)-(16)
5 4 3 2 1	(b) Sequence	1 2 3 4 5	1 2 3 4 5	(17)-(19)
5 4 3 2 1	(c) Integration	1 2 3 4 5	1 2 3 4 5	(20)-(22)
5 4 3 2 1	(d) Continuity	1 2 3 4 5	1 2 3 4 5	(23)-(25)
5 4 3 2 1	(e) Evaluation	1 2 3 4 5	1 2 3 4 5	(26)-(28)
	3. Apply principles from the following areas during the process of curriculum development:			
5 4 3 2 1	(a) Human growth and development	1 2 3 4 5	1 2 3 4 5	(29)-(31)
5 4 3 2 1	(b) Social forces	1 2 3 4 5	1 2 3 4 5	(32)-(34)
5 4 3 2 1	(c) Philosophy	1 2 3 4 5	1 2 3 4 5	(35)-(37)
5 4 3 2 1	(d) Research	1 2 3 4 5	1 2 3 4 5	(38)-(40)
5 4 3 2 1	(e) History of education or history of specific subject areas.	1 2 3 4 5	1 2 3 4 5	(41)-(43)
5 4 3 2 1	4. Show a functional knowledge of several theoretical frameworks for understanding and interpreting human development through the life span (e.g. Erikson's psychosocial theory and Piaget's cognitive theory) and apply these theories to teaching elementary school-age children.	1 2 3 4 5	1 2 3 4 5	(44)-(46)
5 4 3 2 1	5. Identify the roles which teachers and schools might play in various aspects of child and adolescent development and your knowledge and ability to apply strategies for facilitating the development.	1 2 3 4 5	1 2 3 4 5	(47)-(49)
	6. Demonstrate knowledge and thinking of current writers in such areas as:			
5 4 3 2 1	(a) Moral development	1 2 3 4 5	1 2 3 4 5	(50)-(52)
5 4 3 2 1	(b) Aggressive behavior	1 2 3 4 5	1 2 3 4 5	(53)-(55)
5 4 3 2 1	(c) Motivation	1 2 3 4 5	1 2 3 4 5	(56)-(58)
5 4 3 2 1	(d) Language development	1 2 3 4 5	1 2 3 4 5	(59)-(61)

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Bowling Green State University

College of Education
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Bowling Green, Ohio 43403
(419) 372-0151
Ext. 274

May, 1981

MEMORANDUM

TO: Immediate Supervisors of Recent Graduates of the Advanced Education Programs (Master's, Specialists, Ph.D.) of Bowling Green State University

FROM: Fred L. Pigge, Director, Educational Research & Services

SUBJECT: On-the-Job Performance of Our Recent Graduates

The purpose of this correspondence is succinctly summarized on page 18 of NCATE's Standards for the Accreditation of Teacher Education:

> "The ultimate criterion for judging advanced programs is whether they produce graduates who enter the profession and perform effectively."

NCATE (National Council for Accreditation of Teacher Education) is the national accrediting agency for the teacher education programs at B.G.S.U. At periodic intervals we survey the immediate supervisors of the recent graduates of our advanced programs to collect data indicating whether our graduates are "performing effectively." In this manner, we do have data on hand that relate to the performance of our graduates when the NCATE examination team comes on campus to determine whether our various programs should remain accredited.

The person whose name is listed at the top of the attached form has either given us permission to contact you or he/she has personally forwarded this form to you for possible completion.

We respectfully ask that you complete within the next few days the attached form relating to the on-the-job performance of our graduate and mail it to us in the provided postage-free envelope.

Please be assured that your responses will remain anonymous. Only summary tabulations by majors or other groupings will be presented to our faculty and to the accrediting agency. Under NO circumstances will YOUR individual responses be known to the graduate or to any of our faculty or used in any manner that is unprofessional.

We appreciate your consideration of this request. Thank you.

FLP/mjp

An Appraisal of the Job Performance of a Recent
Graduate of an Advanced Program at B.G.S.U.

Name of Graduate:

Note: This questionnaire is composed of two parts. Part A attempts to gather data on the placement of the graduate and a total overall rating of his/her effectiveness. Part B asks you to rate the individual on his/her achievements in several general competency areas.

Part A - General Information

1. What is the job title of the above named person (i.e., elementary teacher, reading teacher, guidance counselor, HPE teacher, secondary principal, superintendent, etc.)?

   _____

2. What is your work relationship to the person (i.e., his/her principal, president of his/her school board, etc.)?

   _____

3. Approximately how many years have you worked with the individual?

   _____ years

4. Considering the individual's total effectiveness in performing the duties related to his/her job title/description, the individual rates: (please check one)

1	2	3	4	5	6	7
Extremely Weak	Weak	Below Average	Average	Above Average	Strong	Extremely Strong

Part B

Fulfillment of Selected Job Competencies

Presented below and on the following page are several competencies of successful professionals. Please use the following coded descriptions to rate the person whose name was presented at top of this form. (Just circle the appropriate numeral.)

5 - A very accurate description of the person's general performance
4 - Somewhat acccurate
3 - Neither accurate nor inaccurate
2 - Somewhat inaccurate
1 - Very inaccurate description of the person's general performance

	Very Accurate	Somewhat Accurate	Neither Accurate Nor Inacccurate	Somewhat Inaccurate	Very Inaccurate
1. Demonstrates skills/knowledge/expertise in his/her field of endeavor.	5	4	3	2	1
2. Evidences fairness, tact, compassion and good judgement in dealing with others.	5	4	3	2	1
3. Demonstrates enthusiasm for his/her job.	5	4	3	2	1
4. Is an effective communicator.	5	4	3	2	1
5. Selects and/or accomplishes appropriate professional goals and objectives.	5	4	3	2	1
6. Demonstrates ability to work with individuals, small groups, and large groups.	5	4	3	2	1
7. Is a loyal and dependable employee.	5	4	3	2	1
8. Works cooperatively and effectively with teachers, specialists, administrators, students, and parents, regardless of their value system, race, religion, age, sex, socioeconomic status, etc.	5	4	3	2	1
9. Follows the policies and procedures of the school district or the institution.	5	4	3	2	1
10. Demonstrates ethical behavior.	5	4	3	2	1
11. Participates in professional growth activities, such as additional courses, workshops, conferences, etc.	5	4	3	2	1
12. Possesses and exhibits a personal and viable philosophy of life/education.	5	4	3	2	1

		Very Accurate	Somewhat Accurate	Neither Accurate Nor Inacccurate	Somewhat Inaccurate	Very Inaccurate
15.	Has realistic personal expectations.	5	4	3	2	1
16.	Has realistic expectations for those people around him/her - i.e., pupils, cohorts, administrators, etc.	5	4	3	2	1
17.	Expresses humor when appropriate.	5	4	3	2	1
18.	Evaluates his/her performance and if needed makes appropriate changes.	5	4	3	2	1
19.	Conveys the impression of knowing what to do and how to do it.	5	4	3	2	1
20.	Is respected by his/her colleagues.	5	4	3	2	1

"END OF DOCUMENT"